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A perspective on teaching the trainable mentally retarded is presented along with an approach to evaluating commercial materials with an accompanying outline for evaluation and an illustration of its use. A selected bibliography includes 41 professional references, 65 readings for professional growth, 30 curriculum guides, 16 references on language development, and 19 language development materials. Also cited are 21 references on perceptual training, 31 references on numbers and materials, 11 references on reading and materials, and nine references on other areas of the curriculum. Listed are the following: six sources of free and inexpensive materials; 26 teacher designed activities and aids (with illustrations and descriptions); and arithmetic supplies and games, language arts supplies and games, and perceptual and muscular coordination materials. (DF)

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SPECIAL EDUCATION CURRICULUM DEVELOPMENT CENTER

an in-service training approach . . .

A COOPERATIVE PROGRAM INVOLVING
THE IOWA STATE DEPARTMENT OF PUBLIC INSTRUCTION
AND THE UNIVERSITY OF IOWA

EC 003 041

SPECIAL EDUCATION CURRICULUM DEVELOPMENT CENTER

An In-service Training Program

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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IMPROVING INSTRUCTION FOR TRAINABLE MENTALLY RETARDED

- A WORKING DOCUMENT -

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POLICY STATEMENT

Please Read

The Special Education Curriculum Development Center has as its main objective the operation of a statewide in-service training program for teachers of the mentally retarded. Twenty special class teachers from different geographic areas of Iowa serve as consulting teachers. They attend training sessions at the University of Iowa and then return to their home area to conduct field sessions. All materials prepared for SECDC are intended for dissemination through the field sessions conducted by the consulting teachers. Persons reading SECDC material but not attending the field sessions should keep in mind that the purpose of the material is to serve as a starting point for in-service training and that the publications themselves are not end products.

It should also be noted that any reference to commercially prepared materials by the Special Education Curriculum Development Center does not constitute a recommendation or endorsement for purchase. The consideration of such material is intended solely as a means of assisting teachers and administrators in the evaluation of materials.

TABLE OF CONTENTS

		Page
I.	INTRODUCTION	4
II.	A PERSPECTIVE OF TEACHING THE TRAINABLE MENTALLY RETARDED.	6
III.	AN APPROACH TO THE EVALUATION OF COMMERCIALLY PREPARED MATERIALS	11
IV.	SELECTED BIBLIOGRAPHY.	20
V.	TEACHER DESIGNED ACTIVITIES AND TEACHING AIDS . . .	52
VI.	LISTS OF MANIPULATIVE OBJECTS AND MATERIALS	79
VII.	APPENDIX	85

I. INTRODUCTION

Most SECDC publications to date are designed for instructional programs serving educable mentally retarded pupils, incorporating suggestions applicable to the trainable when appropriate. The rationale for this relates, in part, to the comparatively large number of special classes for the educable. However, having completed a year's operation, SECDC is broadening its efforts to more directly serve teachers of the trainable mentally retarded.

The purpose of this document is twofold. First, to encourage teachers of the trainable mentally retarded to look critically at materials on the market recommended for use with their students. Secondly, it attempts to solicit direction from teachers as to the kinds of assistance SECDC might appropriately offer them. Therefore, this publication should be viewed as a working document, the beginning of a series of materials geared to the needs of teachers working with the trainable mentally retarded, and consequently differing from other SECDC publications. It does not include units or a body of information on curriculum content. Basically it presents a brief frame of reference for the education of the trainable mentally retarded, suggestions for evaluating curriculum materials, an extensive bibliography, ideas on teacher-designed materials and activities, plus procedures for teachers in the field to contribute to future SECDC publications dealing with the trainable mentally retarded.

The material is intended merely as a point of departure.

Its primary purpose is to ascertain the current needs of teachers and their willingness to contribute to the solution of instructional problems. Through the feedback and the discussion in SECDC field sessions, subsequent publications relating to the trainable mentally retarded should be meaningful and immediately applicable to classroom use.

II. A PERSPECTIVE OF TEACHING THE TRAINABLE MENTALLY RETARDED

The public schools' role in educating the trainable mentally retarded has been challenged a number of times in its short history. For the most part, however, states have recognized their responsibility and made possible the development of educational programs for this segment of the population through legislation. While progress has been considerable, many school administrators have been hesitant to commit themselves to investments in special classes for the trainable mentally retarded. In some cases this has been due to the small numbers of eligible children in a given district. In other situations it has been related to a lack of understanding in terms of the nature of the instructional program required and the kinds of benefits to be derived from serving the trainable mentally retarded.

It has only been in recent years that special educators have begun to experiment with different instructional approaches to teaching the trainable and to extend educational goals beyond the realm of self-help skills. As programs are made available to pre-school level trainable children and the scope of classes extended so that a child can progress through a sequence of organized educational activities, evidence will begin to accumulate regarding the capabilities of this group. Too often the instructional program has been based on what the child can't do rather than what he might be able to do, given the proper experience.

In many respects special education for the trainable mentally retarded predicates a realm of education for which the public school

teacher has no frame of reference. The trainable child has minimal potential for the skill of reading, one of the mainstreams for learning in general education. This problem is compounded by the trainable mentally retarded child's limited reasoning ability. Because of these factors the instructional program must employ very basic, concrete experience and technique. Initially this suggests that the development of teaching techniques for the trainable should not be difficult. The teacher does not have to concern herself extensively with many areas of the regular curriculum; e.g., the complex tasks of teaching reading skills and mathematics. However, one need only consider the difficulty involved in developing language skills, improving transfer skills, and the process of socialization to realize that the nature of instructional programs for the trainable mentally retarded is no easy task. This is, of course, if it is viewed as more than babysitting.

The majority of experiments with instructional practices and the design of original material and teaching aids has been undertaken by teachers within the confines of the classroom. Materials and ideas have been subjected to tests determining whether or not they work. If they do, the teacher continues to use them; if they don't, she discards them. Of course, it may be that many of the rejected ideas and materials could have worked under different conditions and with other TMR children. This type of experimentation, while not viewed as research in some circles, is at least an attempt to formulate an instructional approach geared to the functional demands of these children. However, one aspect of these activities is that the teacher's experiences are seldom disseminated even among her colleagues. Sometimes this is because the teacher

does not anticipate the possibility of general interest in a technique which appears so unsophisticated. But the major inhibition is probably the absence of a vehicle through which teachers may share their ideas and original materials. It is within this context that SECDC is soliciting responses from teachers regarding materials they use ar' instructional problems they encounter.

Because special educators have not reached agreement on the particular skills and areas of content essential to instructional programs for the trainable mentally retarded, teachers must continue to experiment. They must innovate, devising learning experiences and modifying available materials, so that they are not bound by the idea that curriculum for the trainable must center around the teaching of self-help skills. Many of the trainable mentally retarded will spend their lives in a sheltered environment. However, the more self-sufficient the individual can become, the less supervision he will require within the sheltered situation. The teacher encounters the trainable during a period of life in which he is most prone to progress. If the special class program is organized from an optimistic perspective, much information on learning patterns and responses to different techniques can be accumulated.

In the structuring of learning experiences teachers need to consider certain guidelines. Among these is the refinement of instructional objectives and the employment of evaluative procedures to assess progress in the skills they attempt to teach.

Instructional objectives: Although a teacher may select activities on an intuitive basis and attain some success through her teaching effort, she minimizes the implications which may be drawn unless the purposes of the activities are somewhat explicit. The teacher must

attempt to meet the following conditions in planning an activity:

1. Have in mind the terminal behavior which ideally results from the experience. In other words, the teacher should be able to describe what the child is able to do if he gains what was intended from the experience.
2. Be able to specify alternatives to teaching the particular skills or activities. This means that the teacher needs to plan in advance different ways in which the goals of her lesson may be achieved.
3. Be in a position to communicate these expectations to the child. While there will be circumstances when this condition may not be fully met, it still must be of concern to the teacher.

These conditions are not intended to suggest that the teacher become rigid in her methods. Rather it is an attempt to encourage teachers to look closely at what they are presenting and the results they are gaining from their efforts. This approach increases the feasability of evaluation and the teacher is in a better position to contribute to the body of information on how trainable children grow and develop.

Evaluation: Success in appraising pupil progress is greatly dependent on the teacher's effectiveness in developing instructional objectives. In order to evaluate, she must be prepared to make judgements on performance. This necessitates a frame of reference in terms of achievements anticipated. The following conditions for evaluation should be considered:

1. The behavior which is desired as evidence of achievement must be defined. The teacher must know what he wants the

child to do.

2. The behavior must be given an opportunity to occur. If the teacher wants the child to learn to tie his shoes independently, the child must be provided a chance to perform. When possible, the opportunities should occur in the context of the natural situation in which it will be important to be able to tie shoes.
3. The teacher must be aware of performance in the prescribed areas of achievement. In most cases the teacher will not be able to develop tests to measure performance in the skills included in the curriculum. Evaluation therefore becomes a continuous process.
4. Progress should be recorded. Some records of achievement should be kept on each child. This doesn't mean that the procedure must be detailed and complicated. However, a consistent system should be implemented.

Explicit instructional objectives coupled with a focus on evaluation will contribute to more meaningful learning experiences for the child. A by-product should be clearer insight into the instructional needs of the trainable mentally retarded.

The perspective of this brief discussion is optimistic in terms of what the trainable might accomplish through more nearly optimal learning experiences. It is intended to stress the contribution that special class teachers are capable of making to the field if they become precise in their instructional planning and more sensitive to the interaction of their pupils in the learning process. Subsequent sections of this document are based on this perspective.

III. AN APPROACH TO THE EVALUATION OF COMMERCIALLY PREPARED MATERIALS

The problem of evaluating commercially prepared materials that are currently on the market is a persistent problem, evident in all areas of special education. For the trainable class teacher, however, the matter of effectively evaluating materials takes on added significance in view of the general lack of materials geared specifically for use with severely retarded students. To aid teachers in systematically considering the value and applicability of commercial materials, the following evaluation guide is presented. The format is not unique. However, it is relatively simple and encourages the teacher to consider various aspects of the materials and to systematically record relevant information.

Considerable value may be derived from an organized approach to materials evaluation. First, if a teacher actually writes down sentences or paragraphs about the materials as she reviews them, this will help clarify and direct her consideration. Second, by making a written record of evaluations, such appraisals can be shared with other teachers in the field.

An Evaluation Guide is included in this section along with an example of the way it might be utilized in evaluating a commercial publication. Another copy of the Evaluation Guide is included in the Appendix. Teachers of the trainable mentally retarded are asked to tear out this guide, reproduce it, use it to evaluate materials in terms of their own teaching experience, and then send these completed forms to the SECDC staff at the University of Iowa. Such evaluations can

then be disseminated to other teachers throughout the state through SECDC field sessions. In this manner, other teachers can utilize the experiences and opinions of their colleagues when attempting to improve the instructional program for the trainable mentally retarded students in their classes.

EVALUATION GUIDE

A Form for Evaluating Commercially Prepared Materials for Use with Trainable Mentally Retarded

Name or title of materials:

Publisher and/or source where available:

Address:

Cost:

Description of materials:

General description:

Students for whom material is appropriate, (e.g., normal children, educable or trainable mentally retarded, age or level, etc.)

Evaluation of materials:

1. Relevance: Is the material consistent with objectives and goals for trainable retarded pupils?

2. Purpose: What concepts or skills are the materials supposed to teach? How well do they actually accomplish the stated purposes?

3. Immediately Applicable: Can the material be used in your present teaching situation?

4. Attractiveness: Will the material appeal to trainable retarded youngsters?

5. Durability: Will the material withstand continued use by students?

6. Value: Is the material worth the expenditure of the purchase price? Would something else that is less expensive work as well?

7. Overall Effectiveness: How useful is the material?

EVALUATION GUIDE

A Form for Evaluating Commercially Prepared Materials
for Use with Trainable Mentally Retarded

A SAMPLE EVALUATION

Name or title of materials: My Weekly Surprise

Publisher and/or source where available:

American Education Publications, Inc.

Address: 1250 Fairwood Avenue, Columbus, Ohio 43216

Cost: 60¢ per pupil for a school year. Minimum order of 10.

Free teacher's edition and desk copy.

Description of materials:

General description:

A weekly picture newspaper; 32 weekly editions; each edition contains four pages. Six of the 32 editions are full color.

The first page of each newspaper shows Zip, a small terrier dog, in a variety of adventures. These are cartoon-type drawings.

The second page is entitled "Our Big World" and the third page is entitled "Science News." These pages contain large photos of people, places and things. There is one picture on each page. A single line of printing at the bottom of each page indicates to the

teacher the social studies or science concepts that can be developed through these pictures.

The fourth page is a puzzle page, with instructions included for the teacher's guidance.

Students for whom material is appropriate:

My Weekly Surprise is designed for normal children in regular kindergarten classes.

Evaluation of Materials:

1. Relevance: The materials included in the entire series of My Weekly Reader newspapers for classroom use are designed for normal students in regular elementary classes. The complete series is not applicable for use with trainable mentally retarded, however, the kindergarten edition entitled My Weekly Surprise can be utilized if modified and adapted. The content of the kindergarten newspaper stresses many concepts which are important for trainable students, for example, safety in cars, identifying sounds heard outdoors, etc.

   Only one picture or concept is presented on each page (excluding the puzzle page) which is good when using the material with trainable mentally retarded.

2. Purpose: The material is intended to emphasize perceptual training, picture reading, oral language development, and functional social studies and science concepts. When used with trainable mentally retarded students, My Weekly Surprise would probably be most effective in stimulating discussion,

stressing social studies concepts, and providing good picture reading experiences.

An important feature of the material is the opportunity to provide situations where students can gain a feeling of accomplishment and success, for each student can have his own copy of the newspaper and can contribute to the group activity in some manner.

3. Immediately Applicable: My Weekly Surprise can be modified and used with different age trainable students. The younger children can use the material for development of picture reading skills. With older students the weekly newspaper can serve as a stimulus for oral language skills.

4. Attractiveness: The newspaper is attractive and appealing; this is one of the strong points of the material. The pictures are large, up-to-date and interesting. The newspaper format and weekly distribution also add to the appeal.

5. Durability: The material is consumable and is of adequate quality.

6. Value: The cost of the material is within reason and would not be prohibitive.

7. Overall Effectiveness: The materials can be modified and adapted for use in a trainable program and can be beneficial.

The primary purpose of the materials is to develop pre-reading skills, however, and careful interpretation of justification for use of these materials must be made. Reading is not being taught for reading's sake, but rather these materials can be used to provide overall language stimulation, to stress important social concepts, etc.

The appealing nature of the materials makes them of value in stimulating interest. Each student can have individual copies of the weekly newspaper and each can contribute and achieve some element of success and satisfaction.

IV. SELECTED BIBLIOGRAPHY

Quantities of material recommended for use by teachers of the trainable mentally retarded are appearing on the market. Some of it is professional reading, but much takes the form of instructional material. As was pointed out in the previous section, the teacher must assume major responsibility for the selection of materials. The listings included in this bibliography are not intended to be inclusive, but are representative of the professional and instructional materials obtainable commercially.

Since all Iowa special education personnel are eligible to borrow materials for review purposes from the Instructional Materials Center at the University of Kansas, the acquisition numbers are included for those items currently available from the organization. To obtain copies of materials not identified by a KU-IMC acquisition number the teacher should write the KU-IMC, Hodder Hall, 1115 Louisiana, University of Kansas, Lawrence, Kansas, and indicate his interest in reviewing the particular material. When feasible they will procure it.

With the cooperation of all teachers of the trainable mentally retarded in Iowa, the evaluation of materials can be made comprehensive. Teachers are encouraged to apply the criteria suggested in the previous section to the materials they review and submit evaluations to SECDC. They will then be reproduced for distribution through SECDC field sessions. Sample evaluation forms are included in the appendix.

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V. TEACHER DESIGNED ACTIVITIES AND TEACHING AIDS

Because of the paucity of commercially prepared materials for use with the trainable mentally retarded, teachers must often design and produce their own. In some cases the teacher merely modifies existing materials. In other situations she may have to design a particular device or activity unique to an objective she is striving for with a child.

Teachers of the trainable respond to this requirement for materials routinely, utilizing a wide range of resources. They accumulate a number of ideas and materials individually. However, a cooperative sharing program involving all teachers of the mentally retarded holds great potential to increase the number of teaching aids available to educators.

As a means of achieving this end, SECDC suggests that teachers illustrate and describe teaching aids they are employing in their classroom according to the format described in the following paragraphs and submit them to the project. SECDC will prepare them for distribution through the field sessions.

The format selected follows the procedures utilized by the Iowa State Department of Public Instruction in its 1962 publication for teachers of the trainable mentally retarded, "Workshop Handbook." The teachers are asked to keep the illustrations simple and the descriptions brief. However, sufficient information must be provided so that the activity or material can be reproduced by other teachers. Sample forms are included following the illustrations and in the appendix. Teachers are asked to tear out the form at the end of the publication, reproduce it, and use this format when describing activities and teaching aids.

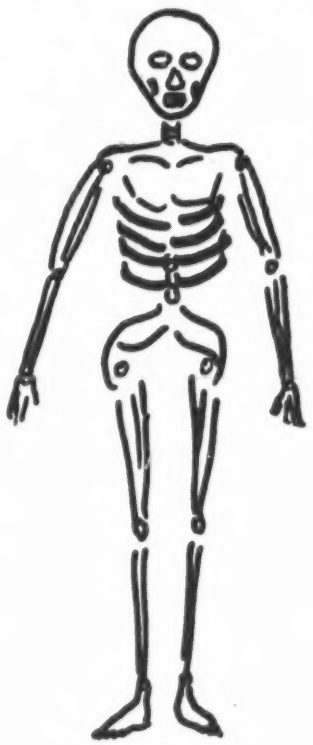
Contributing Teacher:
Mrs. Doris E. Larson

Age Range: 5-15

TEACHING AIDS

TITLE: Learn Parts of the Body (Science or Health)

ILLUSTRATION:



Use of Teaching Aid: This is a favorite--can vary by having children locate parts on skeleton with or without music; teacher locates parts of skeleton as children locate parts on self--really do enjoy doing this to music.

Materials Needed: Record player, record (Dem Dry Bones" #451562--Peter Pan Record), large jointed paper or cardboard skeleton (life size)--may be purchased reasonable inexpensively.

Comments:

This is used as (1) educational - locating body parts; (2) musical - developing rhythm when locating the parts in time to music; (3) physical exercise - we stand and locate the areas which involve bending forward (to toes); bending back (putting hands on back bone; raising arms above the head--putting palms of hand on top of head); (4) listening exercise-the children listen for the parts of the body to identify; (5) fun--this is truly a favorite of the children; during one part, we clap our hands and the "skeleton" bounces up and down in rhythm (it hangs on a rubber band).

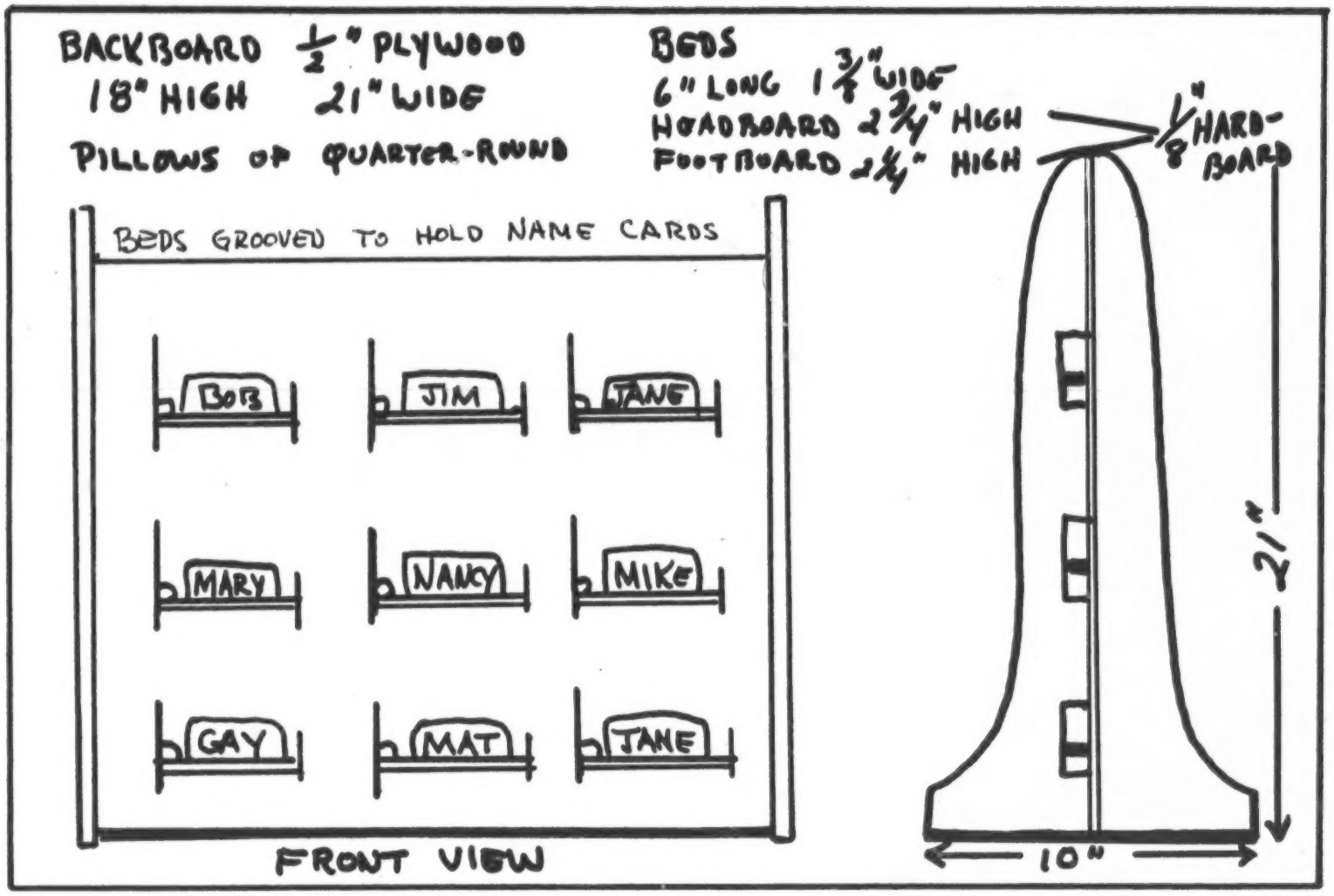
Contributing Teacher:
Mrs. Ethel Bourgeois

TEACHING AIDS

Age Range: 8-21

TITLE: Hospital

ILLUSTRATION:



Use of Teaching Aid: Flash cards fit in the hospital beds. Cards bear the name of each pupil. The child may have the card when he learns his name. No one wants to be in the hospital! Objects such as tables, chairs, fruits, and pets may be drawn or pasted on the cards.

Materials Needed: Scrap lumber for the hospital and beds. White enamel for the beds. We used pink enamel for the hospital room. Poster board for making flash cards.

Comments: I have found the hospital to be a valuable teaching aid. The objectives are: (1) They learn their names and the names of other members of the group. (2) Provides varied experiences. (3) Stimulates learning. (4) Provides repetition. (5) They learn to listen. (6) Aids in developing the capacity to care. (7) Provides a feeling of accomplishment.

Contributing Teacher:
Kathryn E. Best

TEACHING AIDS

Age Range: 6-14

TITLE: Our Daily Plans

ILLUSTRATION:

OUR PLANS

1. Salute--Attendance (answered with name-telephone number-age-or address daily)
2. Language--(Daily Plans--weather calendar-T.V.-speech)
3. Snack--Milk--Manners
4. Health Charts--Grooming--Recess
5. Numbers--(Count go 12) Worksheets--(Number and color)
6. Social Science--(Our World)--("At Home"-"At School"--Scott Foresman) + Health - Safety
7. Lunch--Clean Up (Daily Duty Chart)--See Description
8. Rest--Music
9. Arts--Crafts
10. Physical Education--Inside and Outside--Instructed
11. Story Time
12. Snack

Dismissal--3:00 P.M.
We begin at 9:00 A.M.

Use of Teaching Aid: We plan our day every morning as a group--they soon learn to follow the routine and express verbally what we should do next.

Materials Needed: We use the blackboard, and our individual (seat) calendars for marking weather, date, and description of the kind of day.

Comments:

We write on the blackboard from their ideas and answers. Example:

Tuesday: January 2, 1962
Kind of day: deep snow
cold-20 (locate on thermometer and adjust elastic wall ther.)
sun is shining
Here today:
Not here:
_____is absent
We are all here (read by pupil)

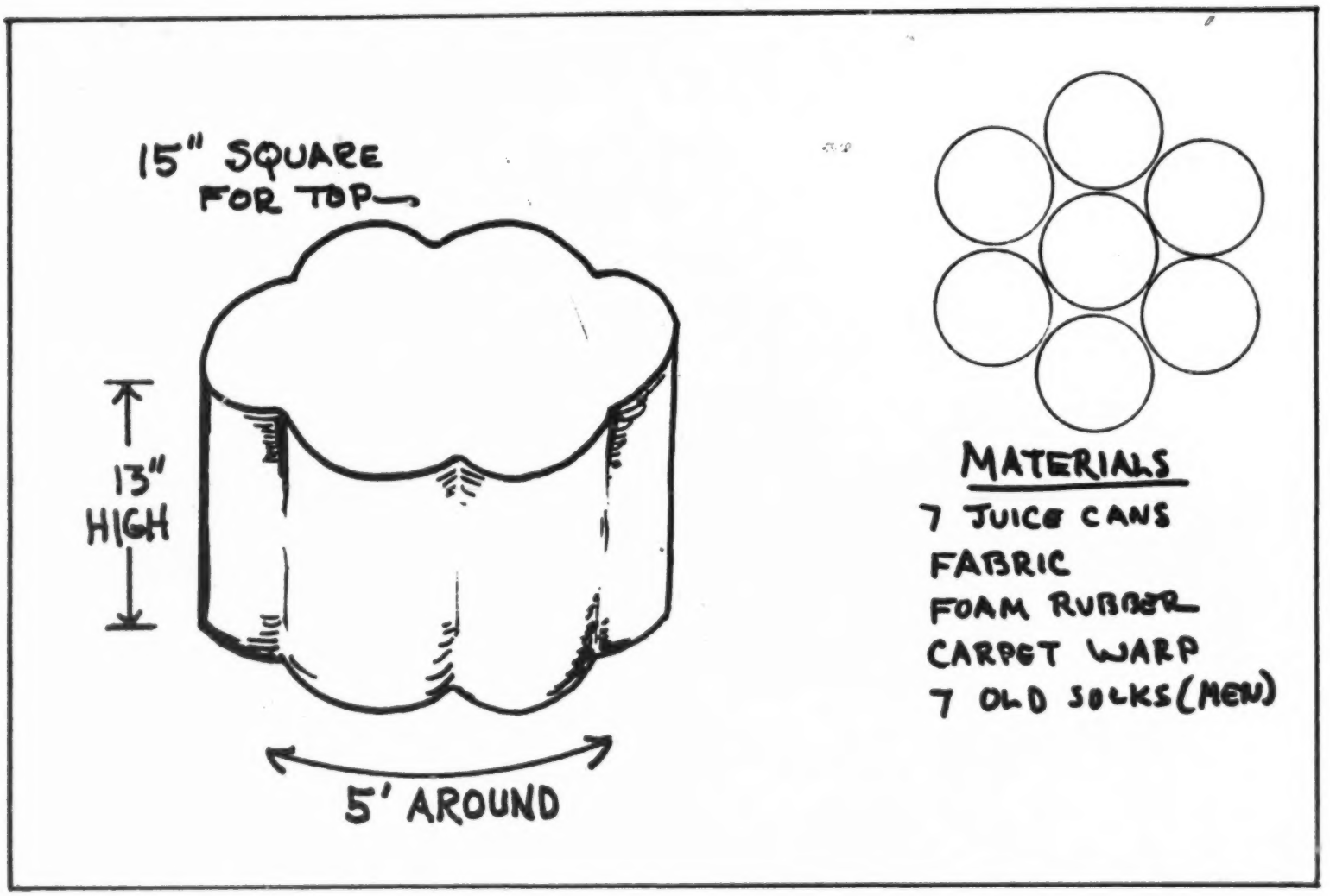
Contributing Teacher:
Mrs. Ada M. Wehmeyer

TEACHING AIDS

Age Range: 10-18

TITLE: Hassock or Foot Stool

ILLUSTRATION:



Use of Teaching Aid: This was used as an item to sell to raise funds for summer camp.

Materials Needed: Large juice cans (7), a piece of foam rubber from salvage yards, seven old socks, upholstery, drapery or heavy cloth scraps or remnants, and heavy thread.

Comments:

This has provided us with a three-year project. We study tin, vegetables and fruits that have been used for the juices in the cans, cotton, wool, rocks and, also, darning for those capable. We then study all we can find that is simple about the foam rubber. Next, we learn about cloth. To distinguish one kind from another, such as corduroy, upholstery cloth with silk or metallic threads, drapery material, etc. Then we read and study about thread and the various types and colors as we sew the material together. It makes several field trips for us. We have gone to restaurants, the junk yard, and the hospital for juice cans. We go to used car or salvage lots for the foam rubber from junked car seats, to an upholsterer and furniture stores for cloth, and to rug weavers for thread. Finally the hassocks are sold at our annual sale and our profit figured, one foot stool at a time, for summer camp funds.

Contributing Teacher:
Pauline Rankin

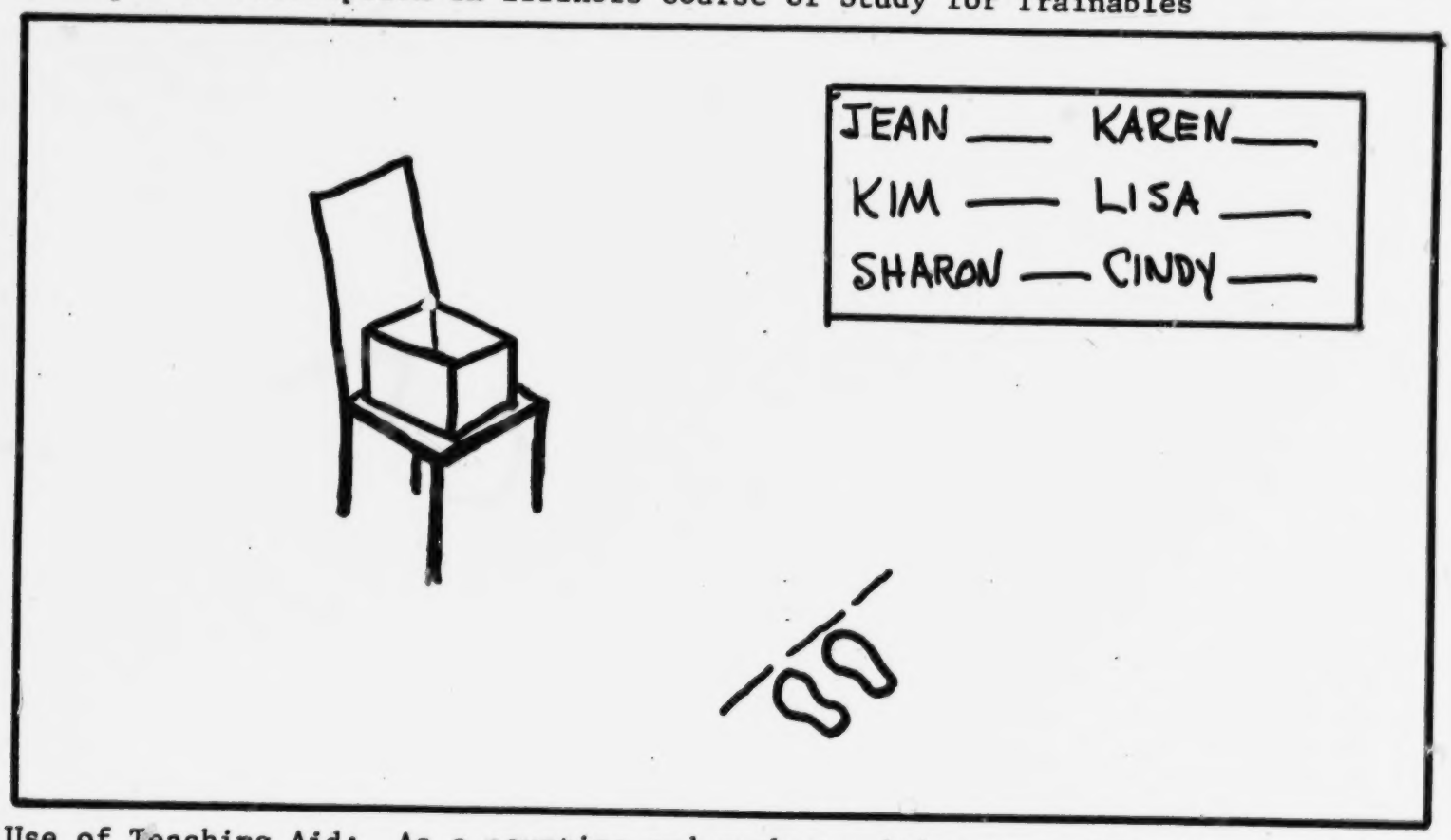
TEACHING AIDS

Age Range: 5-13

TITLE: Beanbag Game*

ILLUSTRATION:

*Similar to description in Illinois Course of Study for Trainables



Use of Teaching Aid: As a counting and number writing game, learning to follow through the various steps of the game, good sportsmanship.

Materials Needed: Large chair, box with lid (without is okay, too), small chair for each child and six bean bags, chalkboard with names. Tie box lid to chair back with a string.

Comments:

Step 1--First child stands with feet on line and throws one beanbag at a time toward box. Each beanbag that goes in is recorded by child at board. Step 2--First child picks up beanbags he has thrown and puts them back on chair, returning to seat left vacant by second child to throw or Step 3--If child has observed enough, he may go to chalkboard and record second child's throw. We record throws: Jean 111111 (6). When game is finished, a child who writes numbers accurately will count with teacher and group the number of throws and write it on the line putting a circle around it. (6) More than one child can help do this, if they are capable. We shake hands with the highest scorer and sometimes everybody. I usually play this game one time during a number period if ten children are playing.

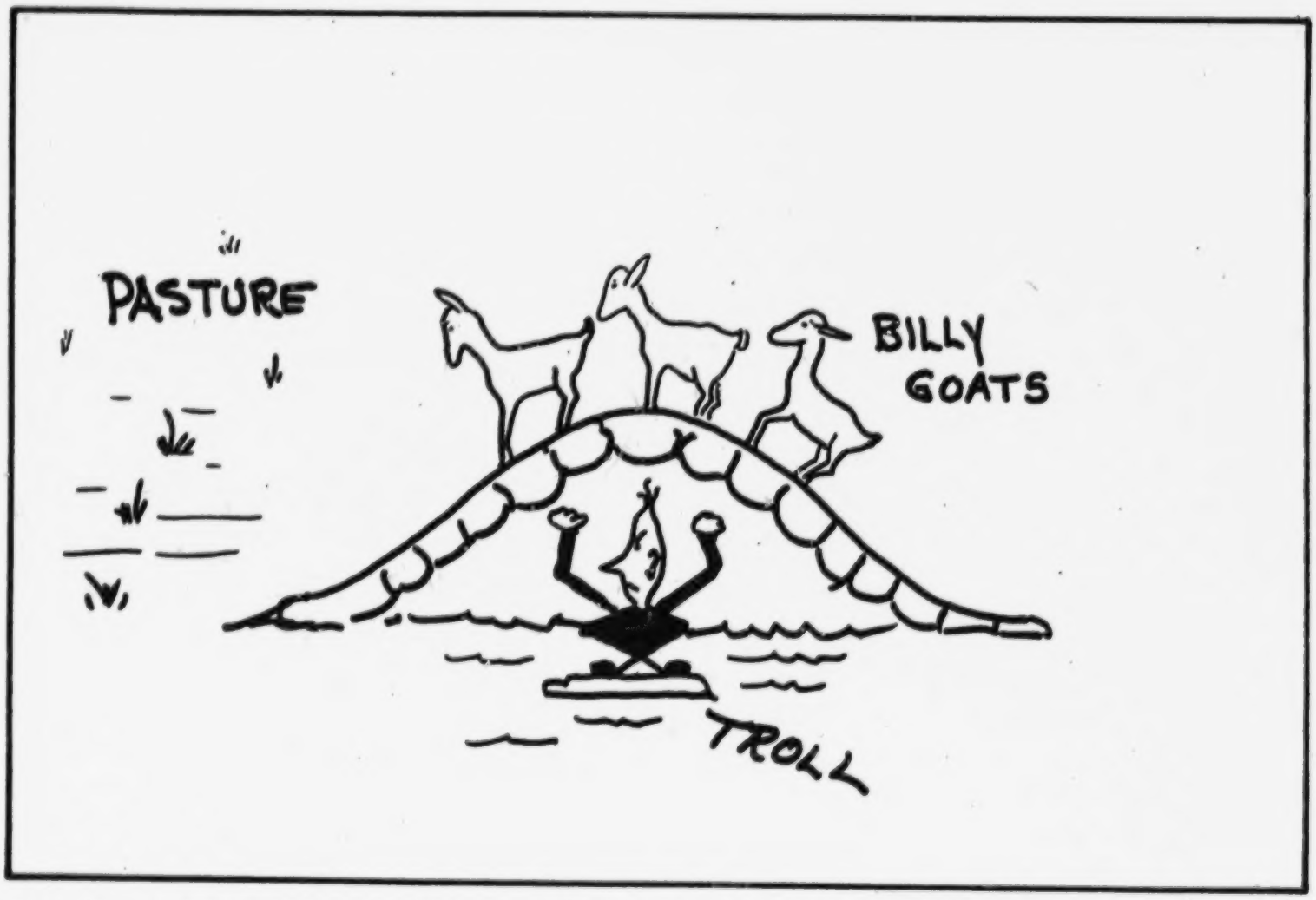
Contributing Teacher:
Ethal Landess

TEACHING AIDS

Age Range: 6-18

TITLE: Three Billy Goats

ILLUSTRATION:



Use of Teaching Aid: To aid in speech and for story enjoyment.

Materials Needed: Flannel board, animals, etc.

Comments:

We have worked on numerous stories and have the flannels for them. The children love to take turns telling the story, and I feel anything which promotes conversation is worthwhile.

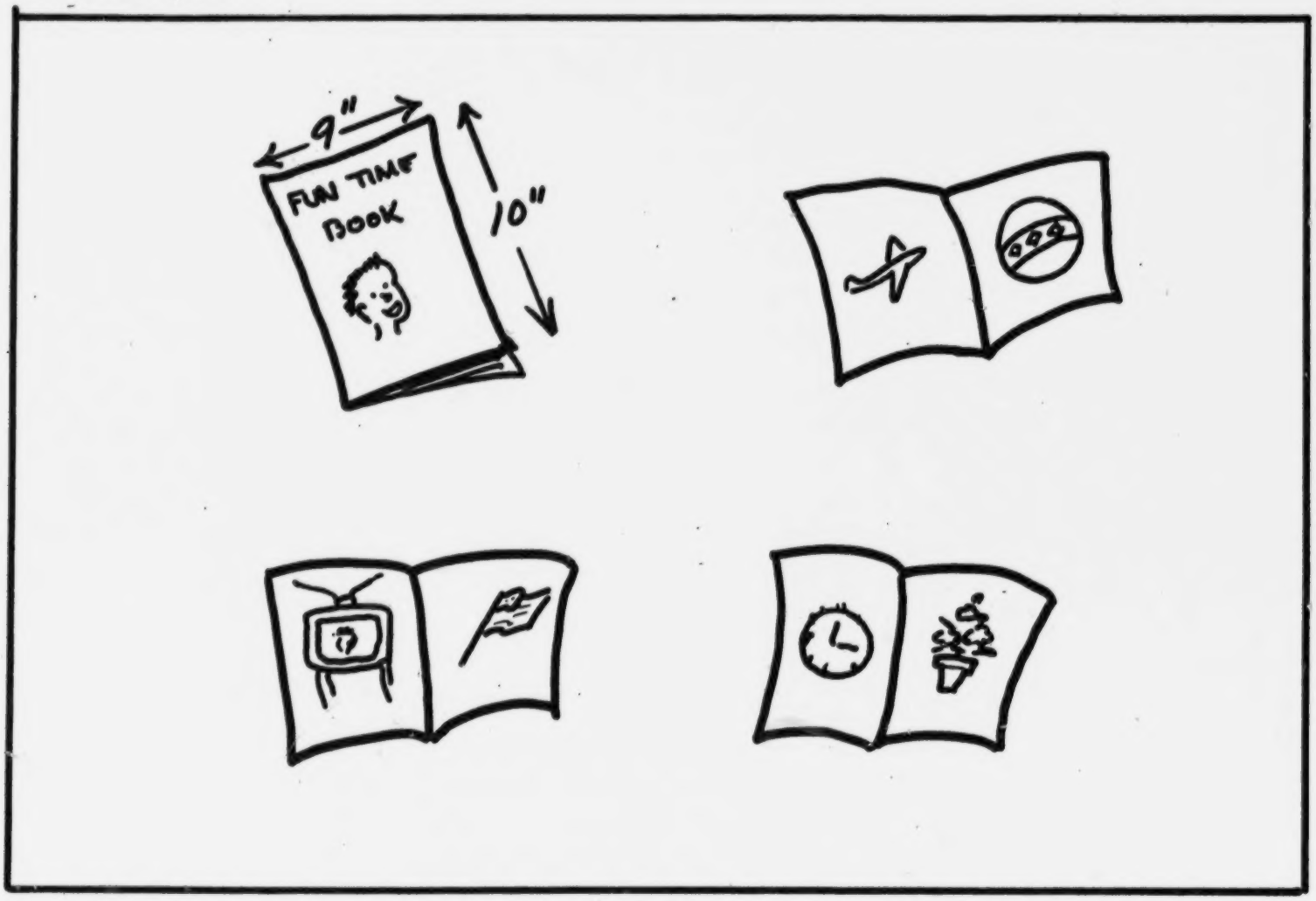
Contributing Teacher:
Nursery School
Polk County

Age Range: 4-7

TEACHING AIDS

TITLE: Work Books

ILLUSTRATION:



Use of Teaching Aid: Each day these books are used in a group activity. Children are asked to "open book," put their fingers on an object, tell color, match color with something in room, count number of one article on page, etc.

Materials Needed: Crinoline, fabric paints (dri-mark).

Comments:

We traced pictures from a coloring book (14 pages). Books have been valuable in helping our children to follow simple instructions, learn to be a part of a group, to take turns, to identify and match basic colors, know the meaning of numbers. We feel they also help motivate speech and create a feeling of accomplishment.

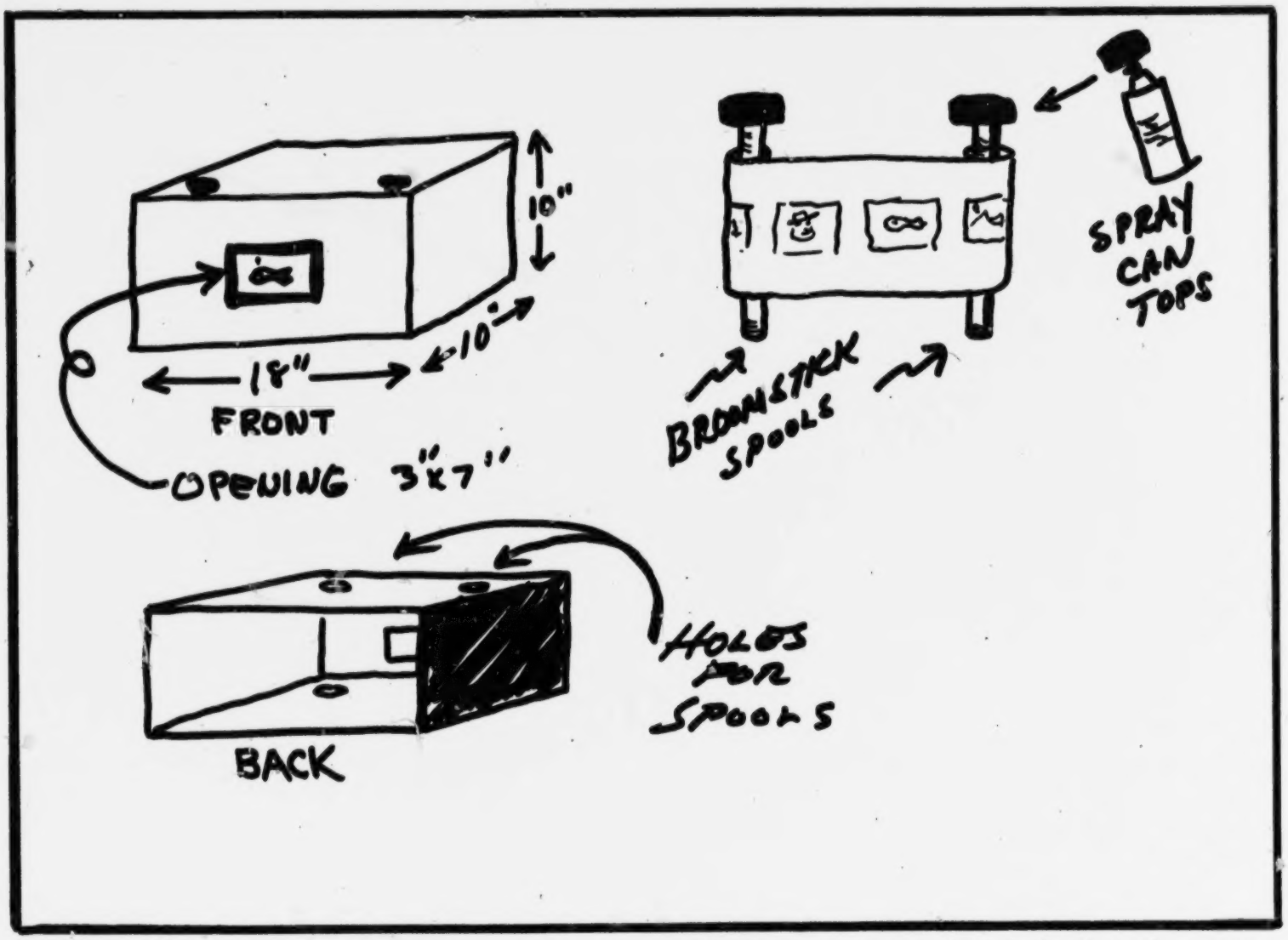
Contributing Teacher:
Mrs. Ethel Bourgeois

Age Range: 8-21

TEACHING AIDS

TITLE: Movie

ILLUSTRATION:



Use of Teaching Aid: The use of the "movie" as an audio-visual device is very valuable. Fruits, vegetables, pets, birds, numbers, and names may be drawn or pasted on the scroll. Each child takes his or her "turn" to operate the "movie." This makes it interesting!

Materials Needed: Wooden box made from scrap lumber; two spools, made from broomstick, for front, and two for the back; varnish; white paper or oilcloth for the scroll.

Comments:

The "movie" helps provide more intelligent self-direction by providing pleasant educational experiences. It provides "real life" situation problems. The objectives are: (1) Helps create a classroom atmosphere that is free from pressure and which is conducive to good mental health. (2) Stimulates them to think quickly. (3) Holds their attention. The object will appear before them on the screen. (4) Provides repetition--which is very important. (5) Provides a feeling of security, especially for shy, reserved pupils.

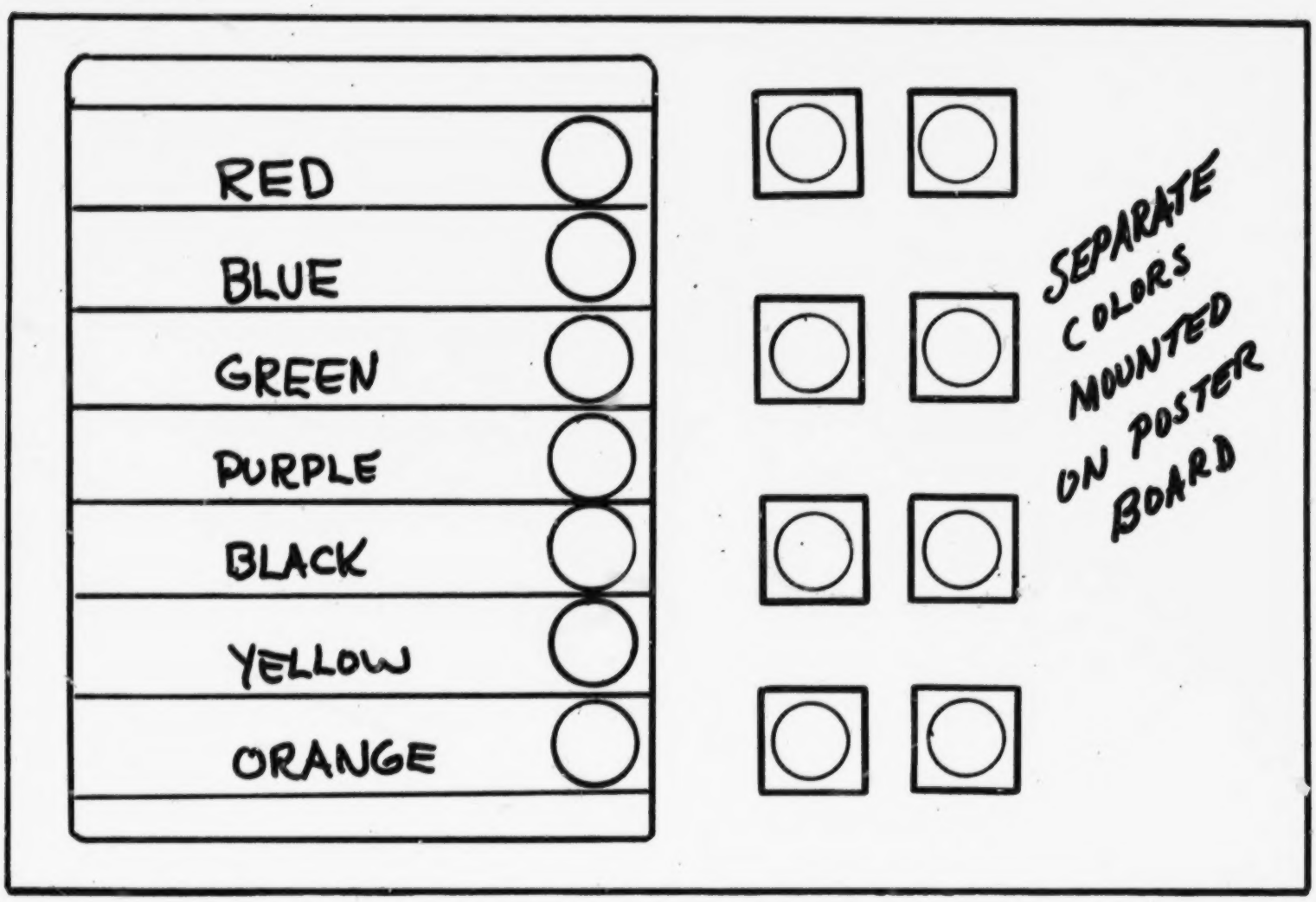
Contributing Teacher:
Mrs. Gladys Pope

TEACHING AIDS

Age Range: 8-13

TITLE: Color Matching

ILLUSTRATION:



Use of Teaching Aid: The children match the separate colors beside the color chart.

Materials Needed: Poster board with circles of colored construction paper mounted on it. Cut two circles of each color used.

Comment:

The children learned the color words, as well as to match colors.

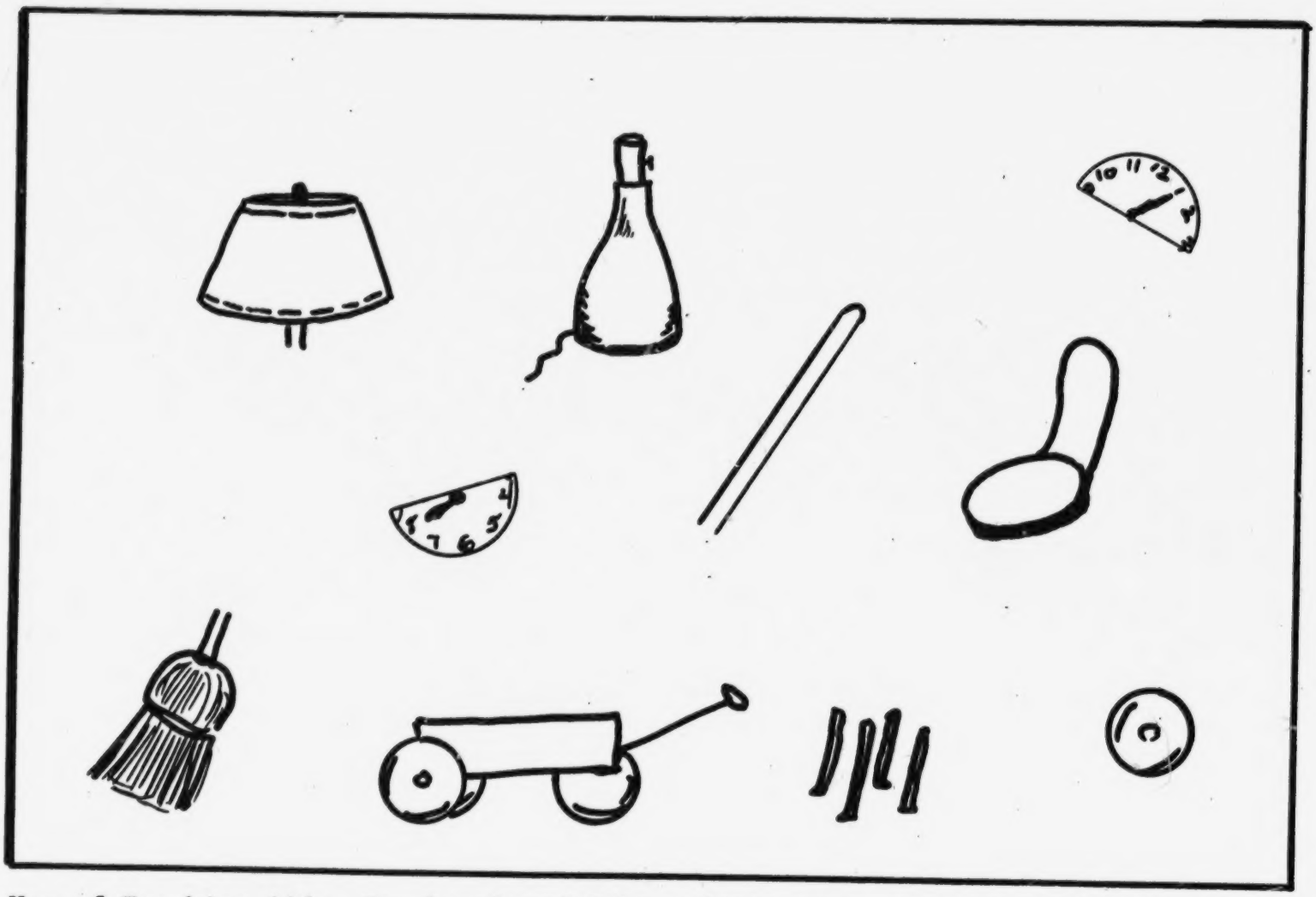
Contributing Teacher:
Mrs. Vera L. Hayworth

Age Range: 7 - 17

TEACHING AIDS

TITLE: Let's Fix It (6-8 years)

ILLUSTRATION:



Use of Teaching Aid: Can be played like a lotto game. This game is played best by a group of four children and a leader. It can be used as seatwork.

Materials Needed: Cards of oaktag and six objects on each card with a part of each object missing. The pictures are cut from magazine and pasted on oaktag.

Comments:

Each child is given a card. The pictures are cut from magazines and pasted on oaktag. On the card are six objects, each lacking a part. The teacher or leader holds up the "Missing Part" and says, "Who needs this?" The child fixing all the objects on his card first wins the game and becomes the leader next time. Some of the articles used may be a bicycle with a wheel missing, a doll carriage without a handle bar, a doll with an arm missing, a coat with a sleeve missing, a broom without a handle, a wagon without a tongue, a sled without a runner, etc.

Children learn to observe objects closely.

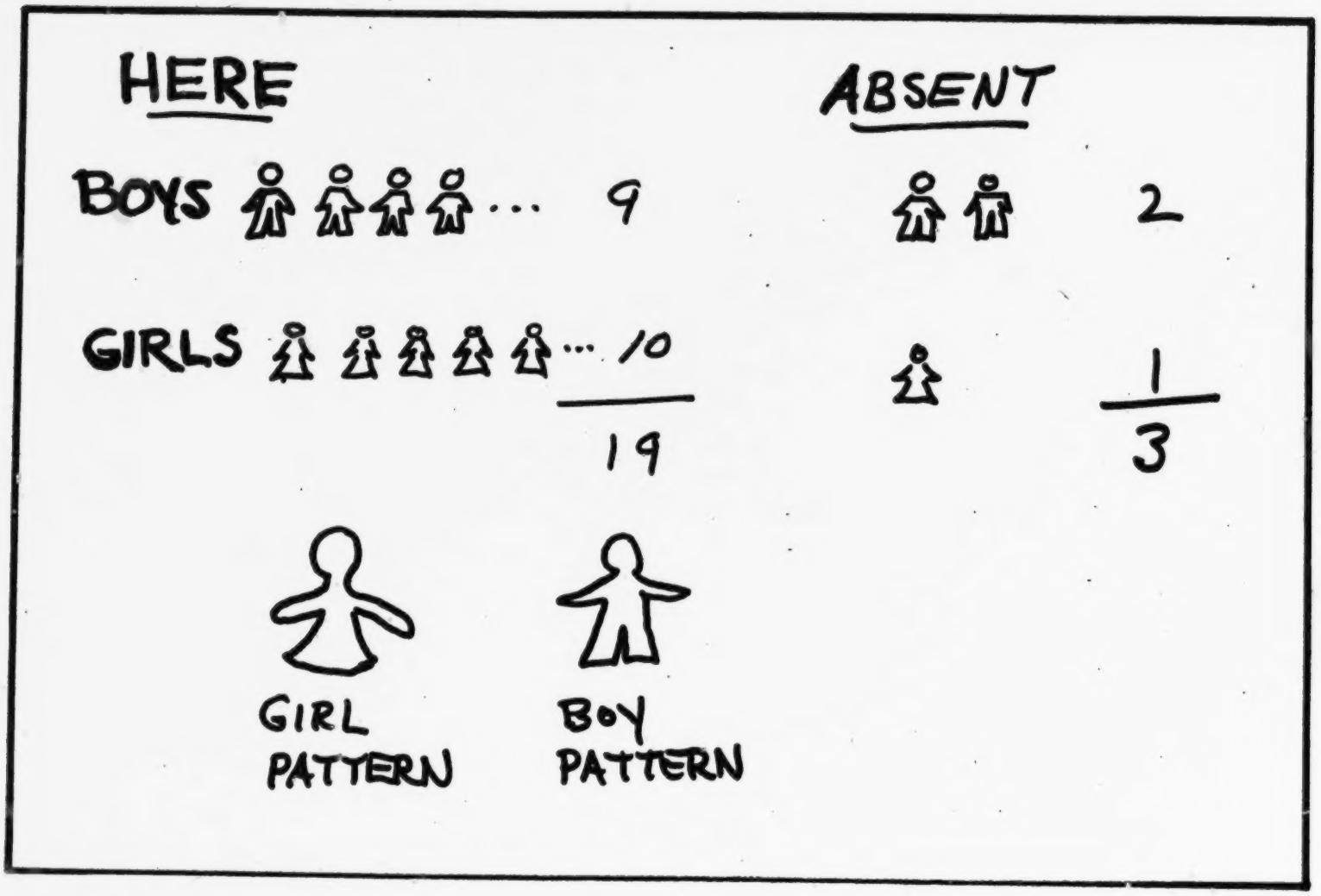
Contributing Teacher:
Woodward State School

Age Range: 10-15

TEACHING AIDS

TITLE: Attendance Chart

ILLUSTRATION:



Use of Teaching Aid: Used to teach attendance. Children choose a boy or girl placing them on the felt board. Children count boys and girls, adding them and placing felt numbers up. May also teach color.

Materials Needed: Colored felt to cut boy and girl figures, colored felt to cut numbers, felt board (2' x 3') may be made.

Comments:

None.

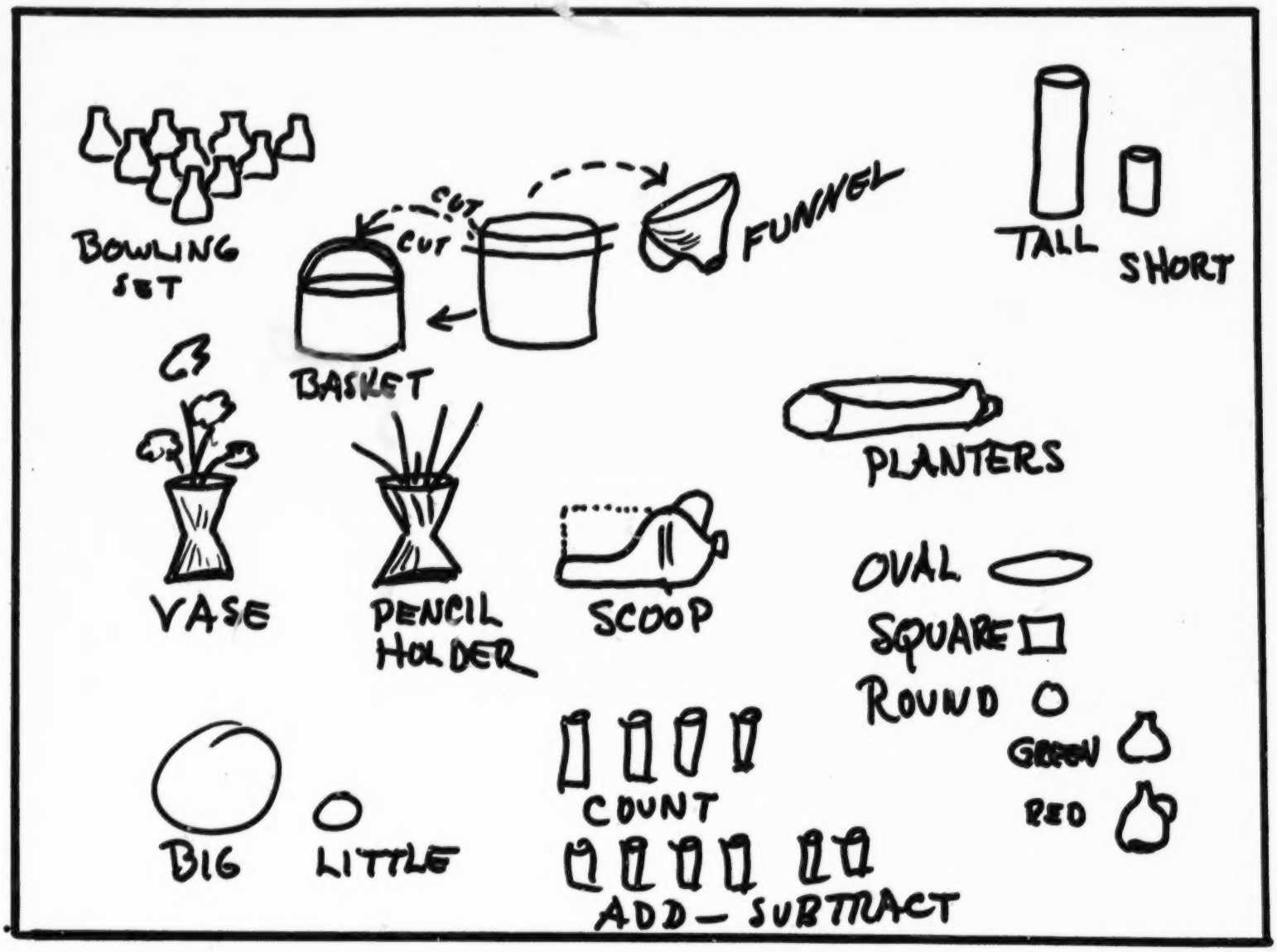
Contributing Teacher:
Mrs. Willard R. Dahl

TEACHING AIDS

Age Range: 8-21

TITLE: Plastic Bottles

ILLUSTRATION:



Use of Teaching Aid: These plastic bottles are used to find, show and compare sizes. Used for games. Used to make small gift items. Used to show color, also to aid fingers - remove and put on caps.

Materials Needed: All sizes, shapes, and colors of plastic bottles. Paint (kind used for models--enamels), glue, sequins, glitter, pictures or materials from old things. Dirt or potting soil, plants or seeds.

Comments:

When our school was started - and even now - money was an important factor. Thinking of some way to use materials every home might have, I noticed bottles and odds and ends of materials. We made two bowling sets--one of round, smaller bottles, and one of larger oval ones. Small one green and other one white. A small rubber ball or tennis ball works fine. These are different sizes, so we try to find size and shape asked for. Color is used by this same means. They may also be used to play store. Art work and small gift items were made at very little expense. Many friends and organizations donated materials.

The small box was made from a large size Lux bottle. Center smooth part is removed and top slips over for a cover.

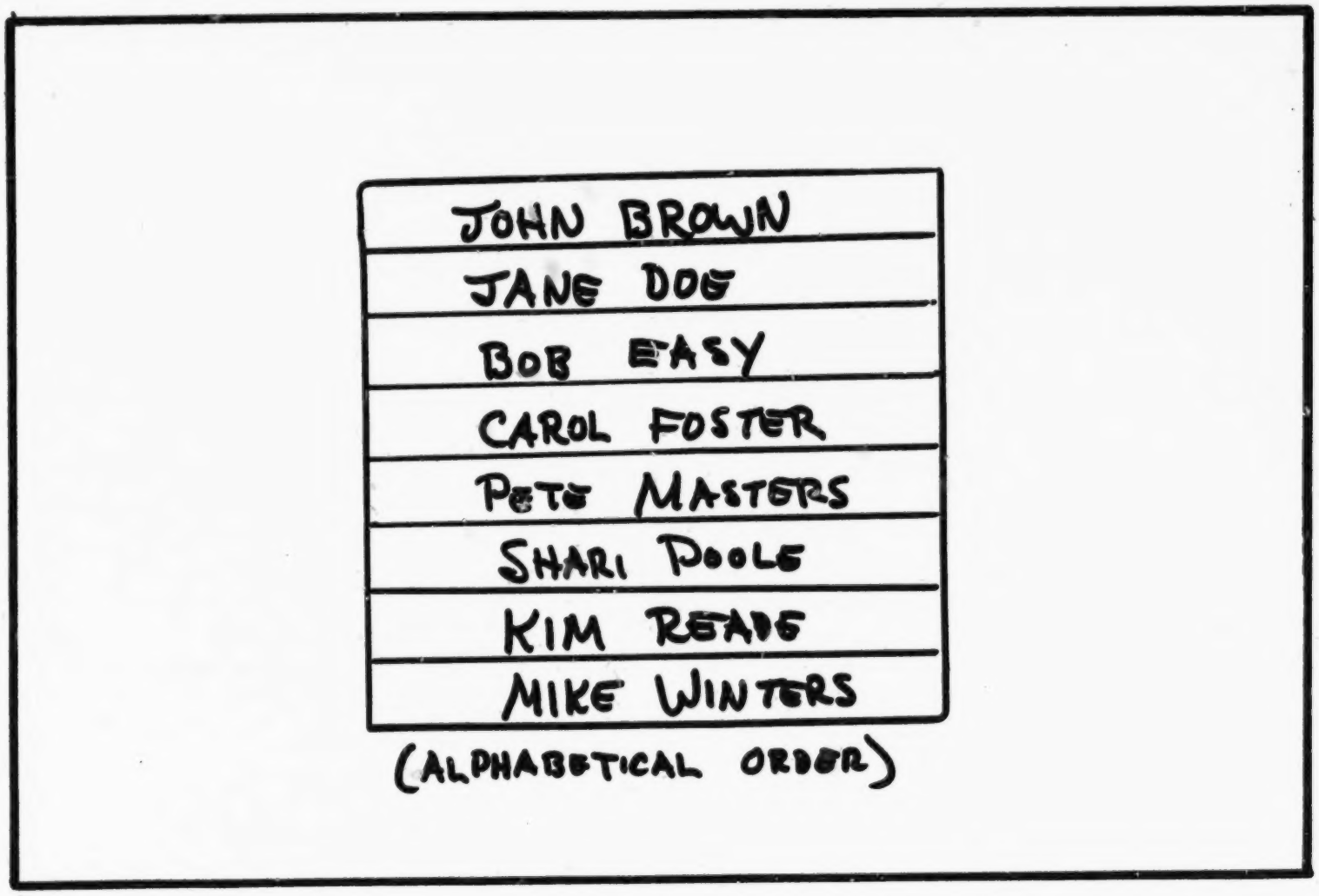
TEACHING AIDS

Contributing Teacher:
Mrs. Gladys Wailes

TITLE: List of Names

Age Range: 7-15

ILLUSTRATION:



Use of Teaching Aid: The alphabetical list aids in keeping turns in mind. Each child in his turn has His Day on which he does several chores and has several honors. There is the assurance that each has his chance.

Materials Needed: Children's names listed and posted.

Comments:

The children's names are listed alphabetically and posted to help remember turns. When we come to a child's name on the list, it is his day. On his day, he passes the milk and the lunch buckets, he is It first in the games, and stars in several other ways during the day. The children like this very much and will scan the posted list to see when it is their turn. It gives each child a feeling of importance and makes sure he has a try at the chores and a chance at the favors. Sometimes he is able to do what no one would think he could.

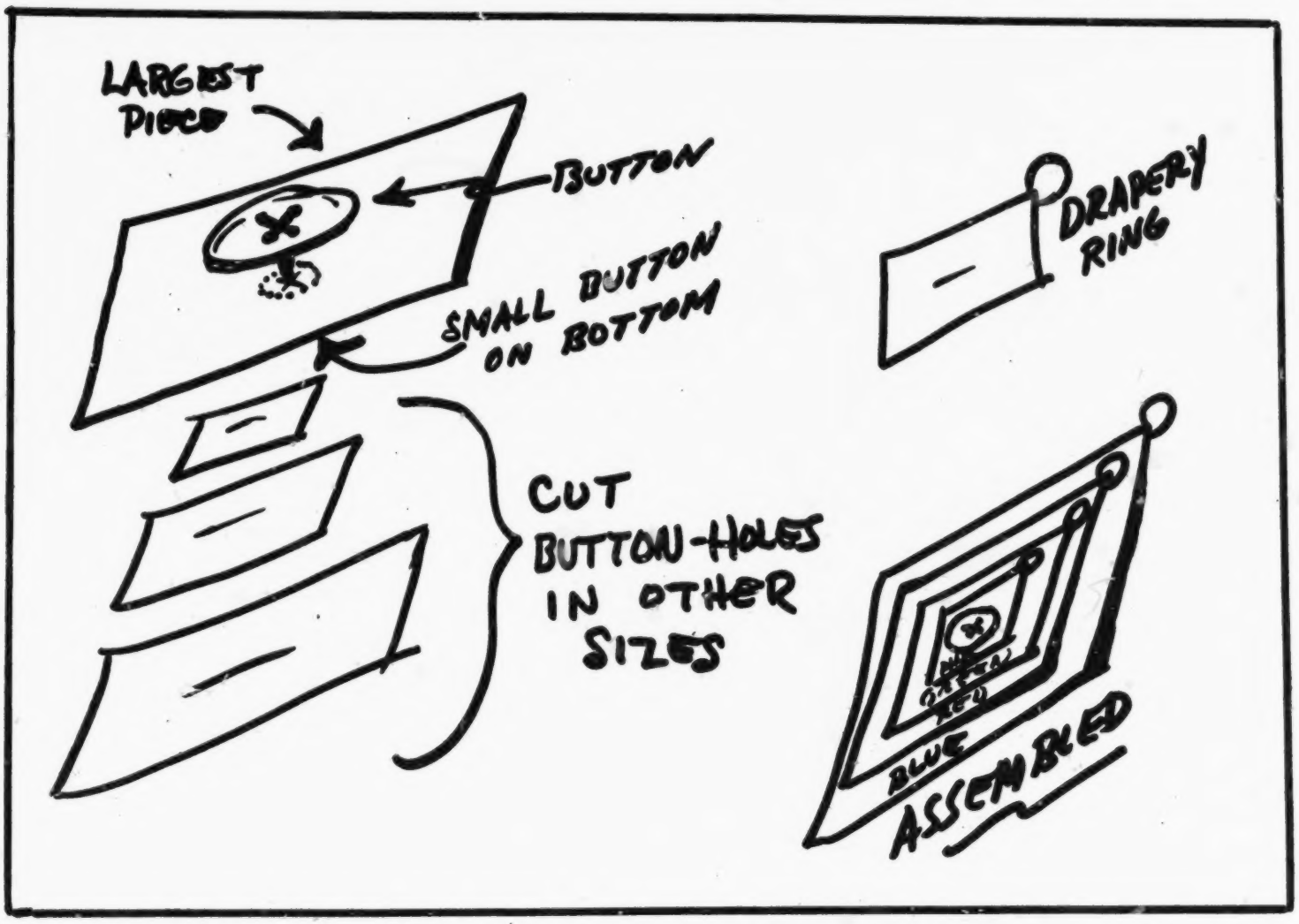
TEACHING AIDS

Contributing Teacher:
Nursery School
Polk County

Age Range: 4-7

TITLE: Colored Cloth Squares

ILLUSTRATION:



Use of Teaching Aid: This is used individually and in small groups to discuss and compare colors and sizes and to help the child obtain better hand and finger coordination.

Materials Needed: Bright, solid colored squares of heavy material (sail cloth), large buttons, heavy thread, drapery rings (a button-holer would help).

Comments:

Uniform double squares were cut and stitched together, each color having a different size. Drapery rings were attached to one corner of each square. On the largest square, a button was sewed to the center allowing for some space to remain between the cloth and button. A small button was sewed directly under the larger on the reverse side of the cloth to firmly anchor the button to the cloth. A button hole was made in the center of the remaining squares. A set of colored squares was made for each child. The squares could be hung on several strips of kitchen utility holders. The children could then use the holders to sort out the squares by color or size and, also, to identify the color or size. (Example: Put all the orange squares together, bring me the largest square, what color is the smallest square.)

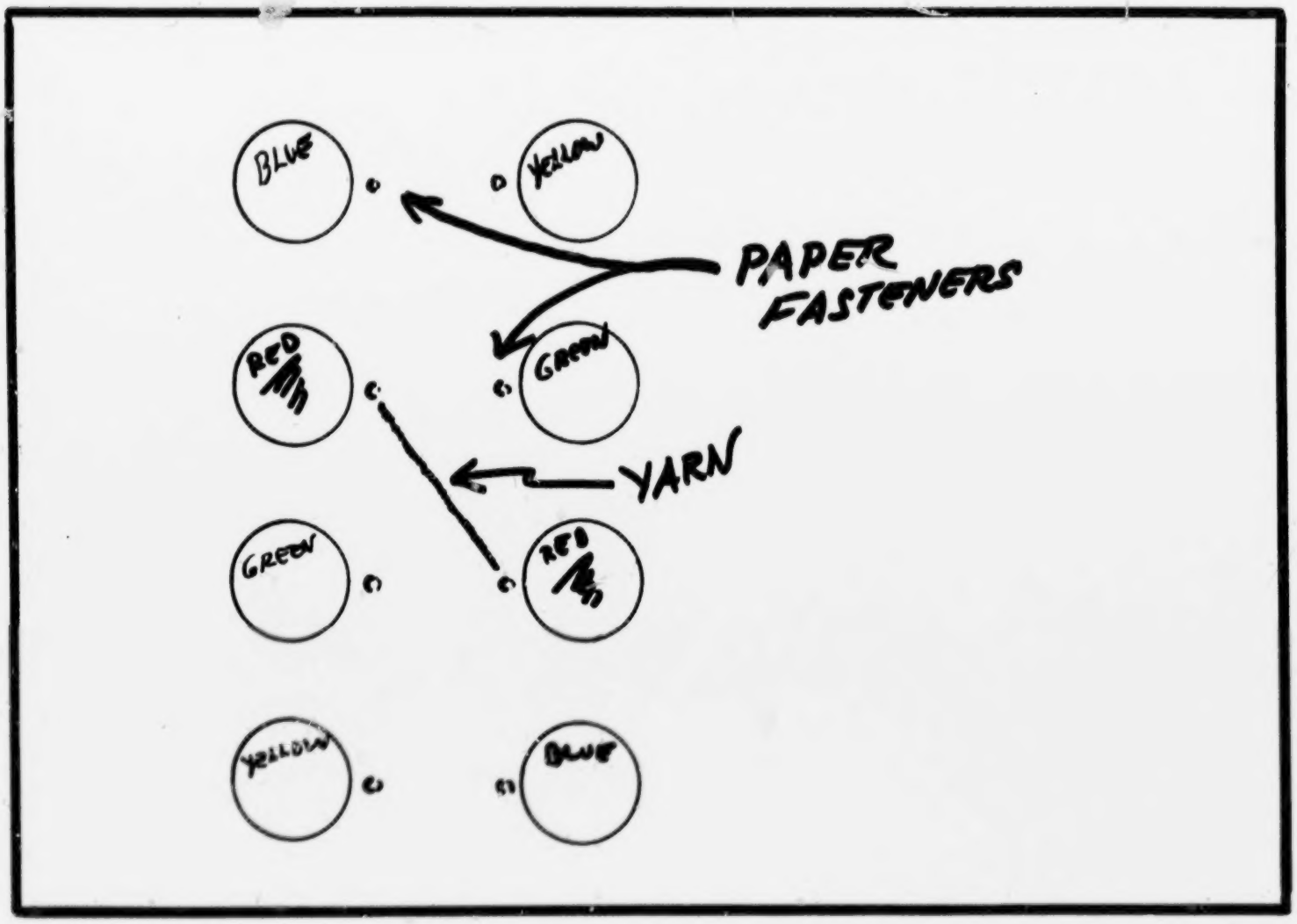
Contributing Teacher:
Mrs. Anna Ask

TEACHING AIDS

Age Range: 7-10

TITLE: Color Matching Game

ILLUSTRATION:



Use of Teaching Aid: To teach color discrimination. At first, this was used individually. Then by using two of them, children could compete to see who could complete one or the whole chart first.

Materials Needed: Poster paper and construction paper (eight colors), paper fasteners (16), yarn or string.

Comments:

Color words were eventually substituted for one line of circles (with the more capable ones). This idea has been used in many ways in matching: (1) shapes and forms, (2) animals with their babies, (3) workers with their work, (4) coins with what they will buy, and (5) proper clothes with weather. There is a certain amount of motor coordination required in this game that seems to prove quite valuable.

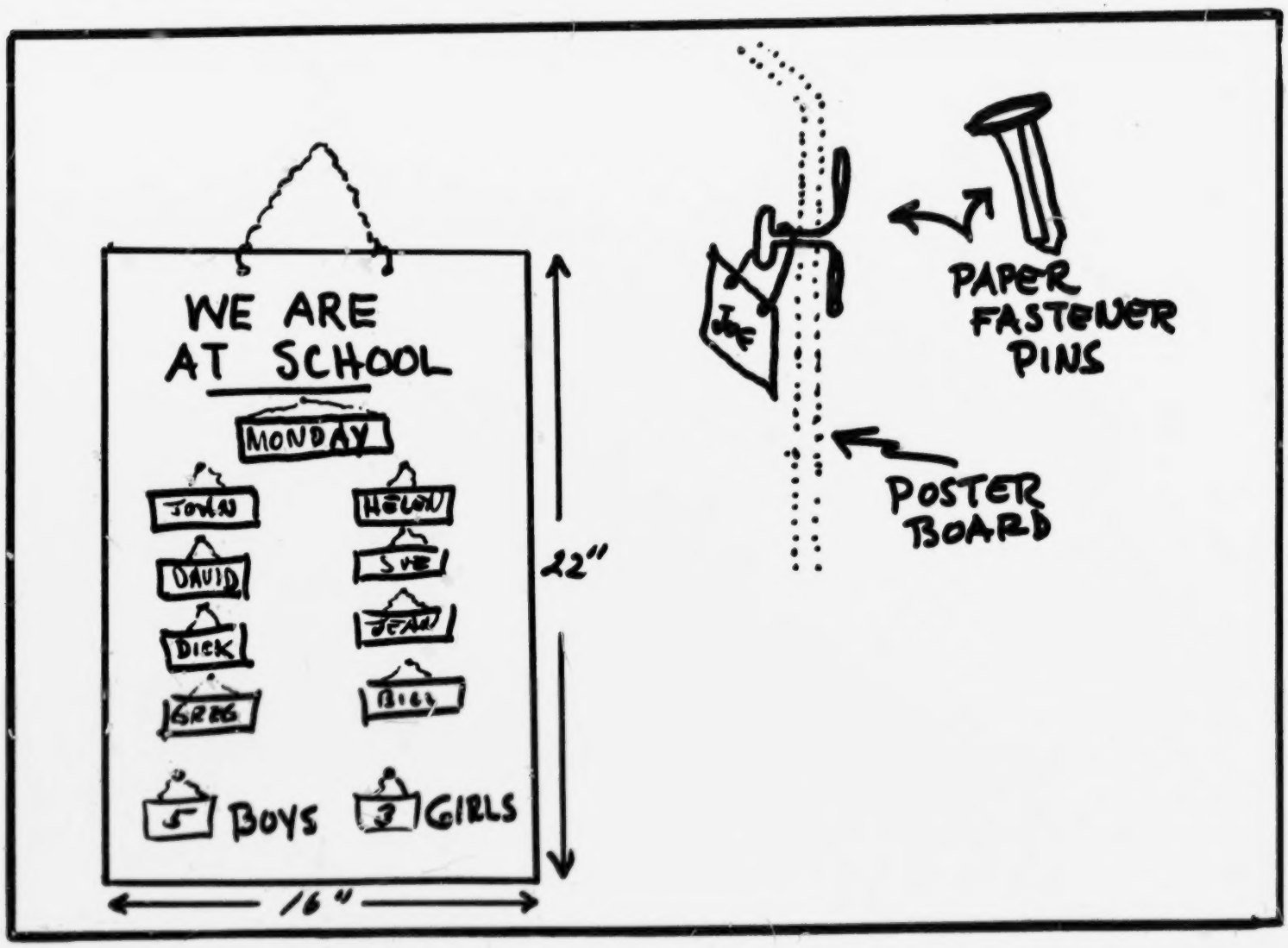
Contributing Teacher:
Mrs. Arlene Keiser

Age Range: 6-16

TEACHING AIDS

TITLE: Attendance Chart

ILLUSTRATION:



Use of Teaching Aid: This is used daily as a part of the opening exercise. It serves as an attendance chart. The children call the names from the cards as I hold them up; and if that child is present, we place his name on the chart.

Materials Needed: Poster board for both chart and insert cards, string for hanging.

Comments:

This chart has been beneficial in teaching the children to identify their own names and that of other members of the class. Two children are appointed each morning--one to count the boys present, and one the girls. They then pick out the correct number card and insert it in front of the word boys or girls. We select the name of the day of the week in the same fashion.

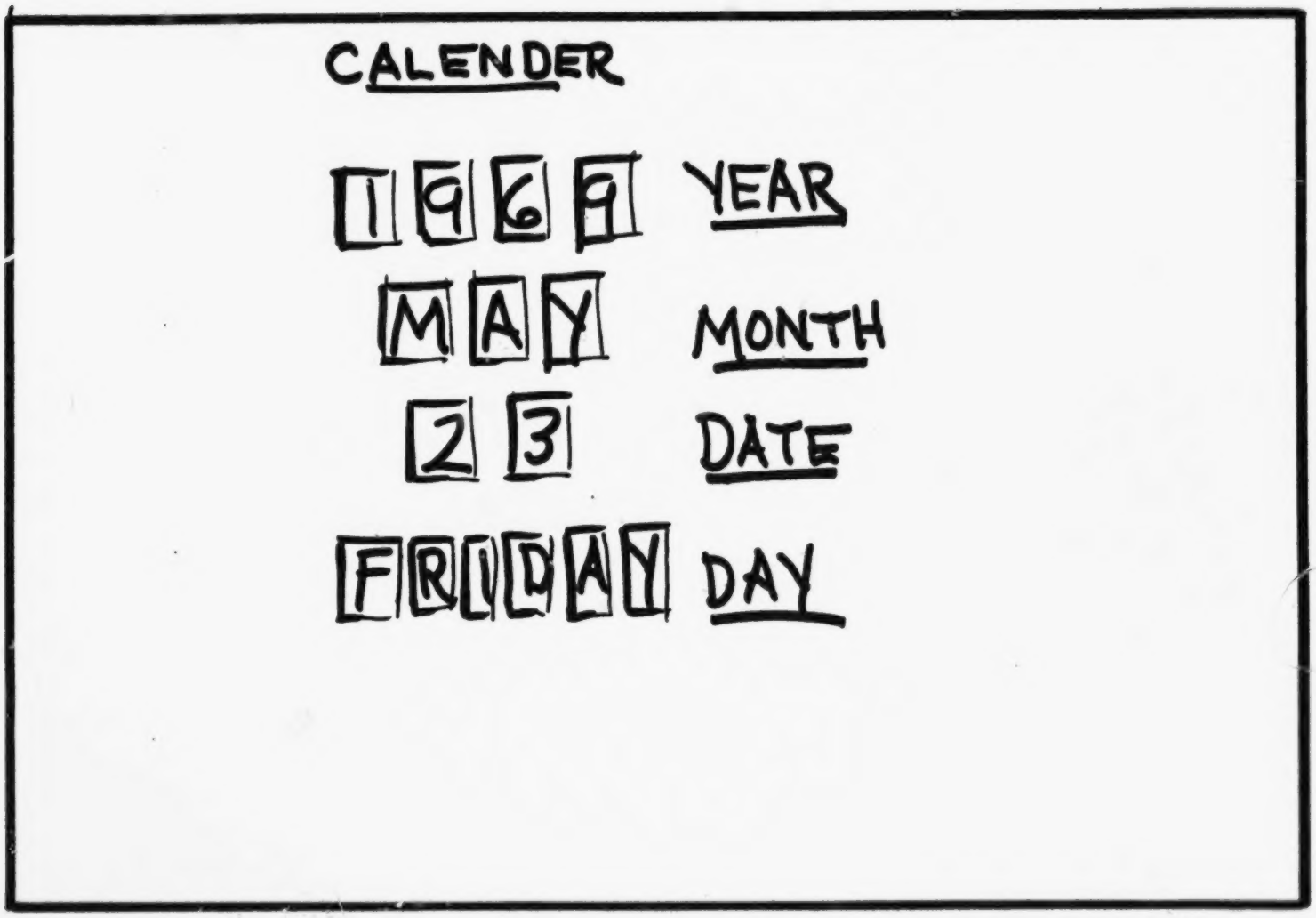
Contributing Teacher:
Mrs. Hannah Knudson

TEACHING AIDS

Age Range: 13-21

TITLE: The Calendar

ILLUSTRATION:



Use of Teaching Aid: It was used to help children recognize dates, months, days of the year, etc.

Materials Needed: Construction paper, oaktag.

Comments:

We fix this calendar every morning. I find it very helpful. They learn to recognize so many different things on one calendar. They like to fix it.

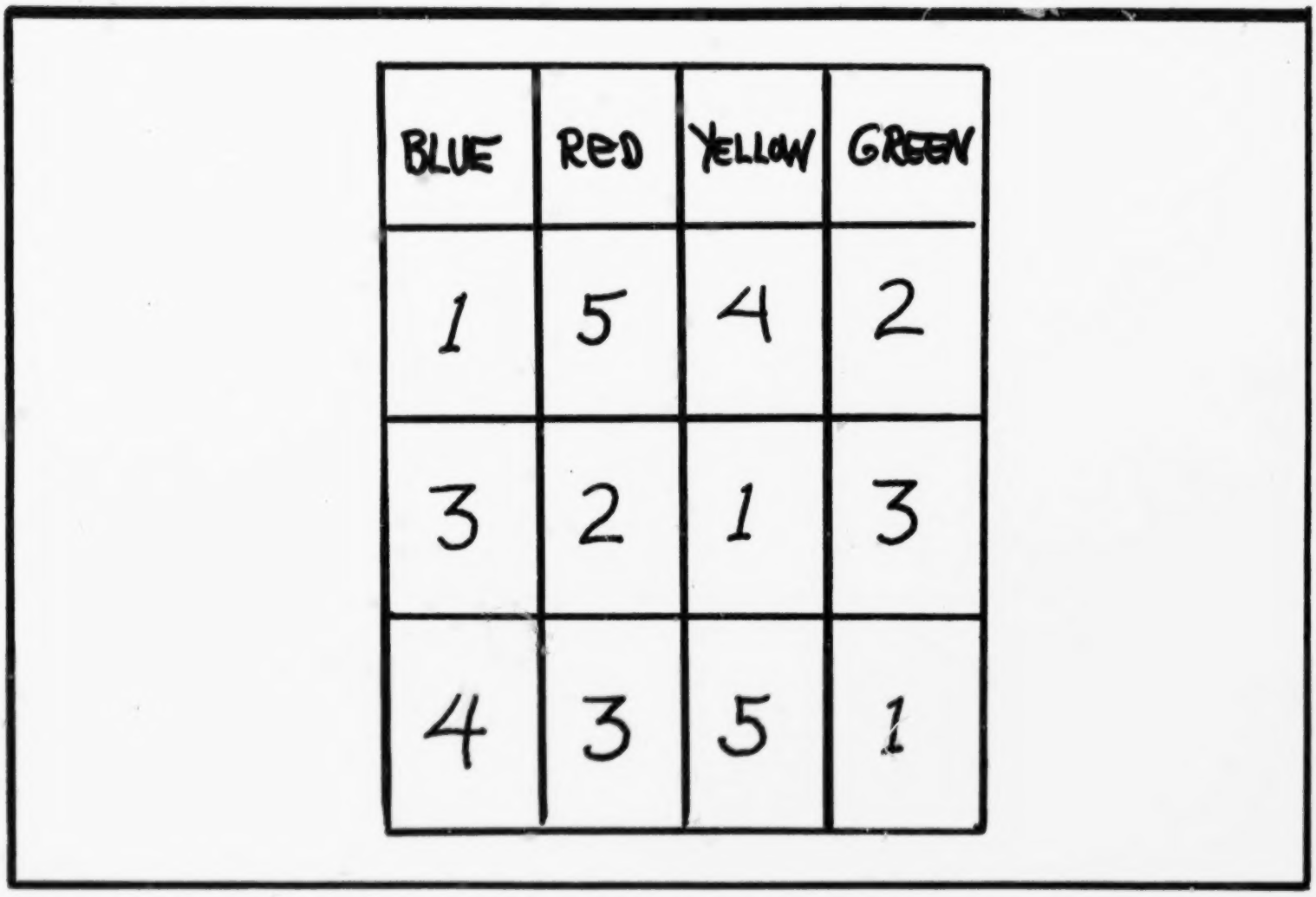
Contributing Teacher:
Mrs. Mary Brice

TEACHING AIDS

Age Range: 9-17

TITLE: Bingo

ILLUSTRATION:



Use of Teaching Aid: To recognize colors and numbers.

Materials Needed: Heavy paper for cards, construction paper.

Comments:

The children learn to recognize colors and numbers from this game. Some of the older children can use cards with numbers to 12.

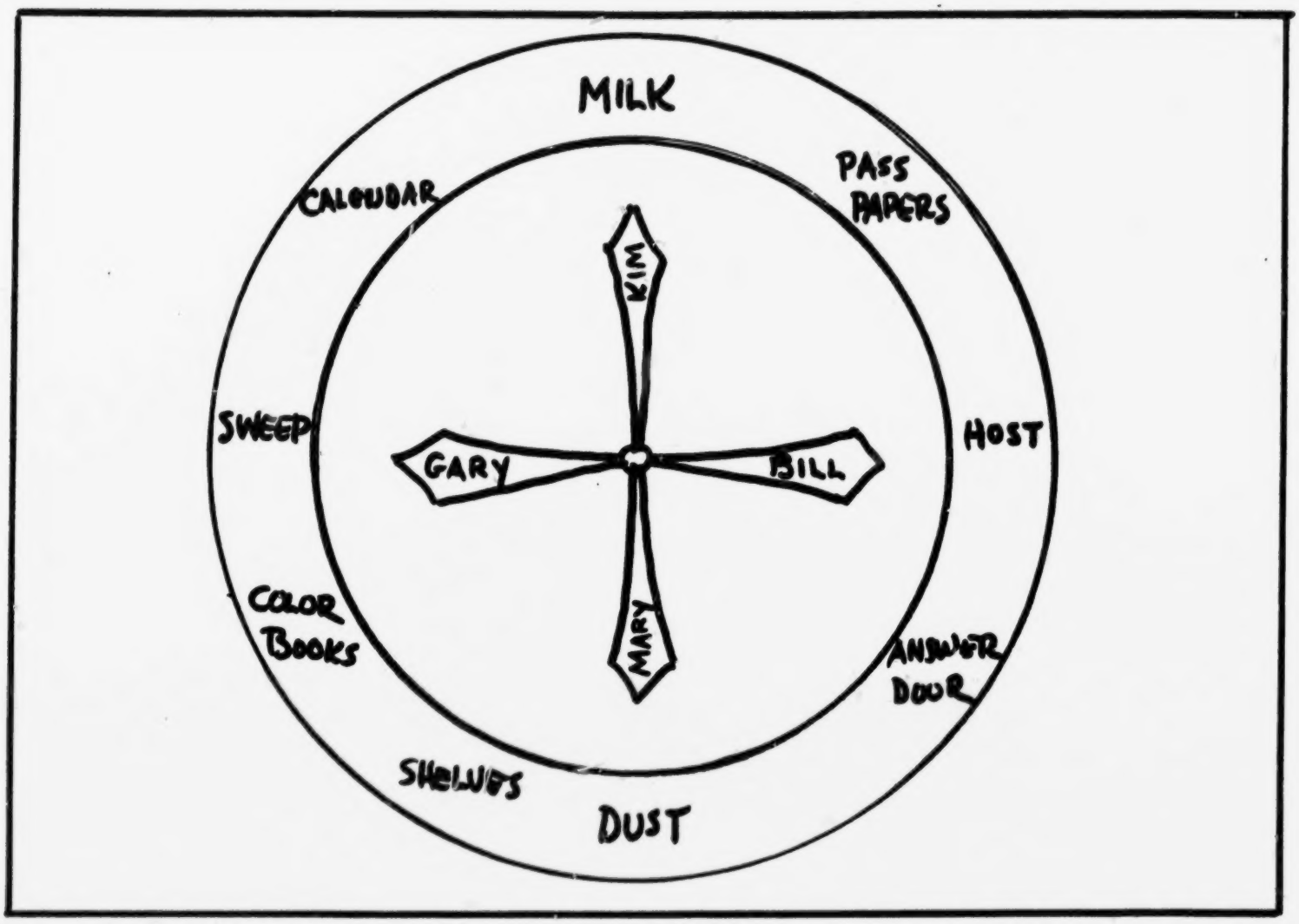
Contributing Teacher:
Mrs. Ada M. Wehmeyer

Age Range: 10-18

TEACHING AIDS

TITLE: Chore Chart

ILLUSTRATION:



Use of Teaching Aids: Each number is a different primary color; it is used to teach colors, numbers, and designate daily chores.

Materials Needed: Masonite or heavy cardboard for the chore wheel, large round head fastener or both, screw, oaktag name hands and numbers, paints and felt tip marker.

Comments:

The Whitman Color by Number books use a permanent pattern of eight primary colors and numbers. Because we have more children, we have added white, pink, gray, tan, gold, silver, and copper consecutively.

Throughout the year, each child has his name, number and color on his desk, on books and papers, and on every possession. We rotate the names and chores daily and have daily lessons with the color books, basic number work, and games.

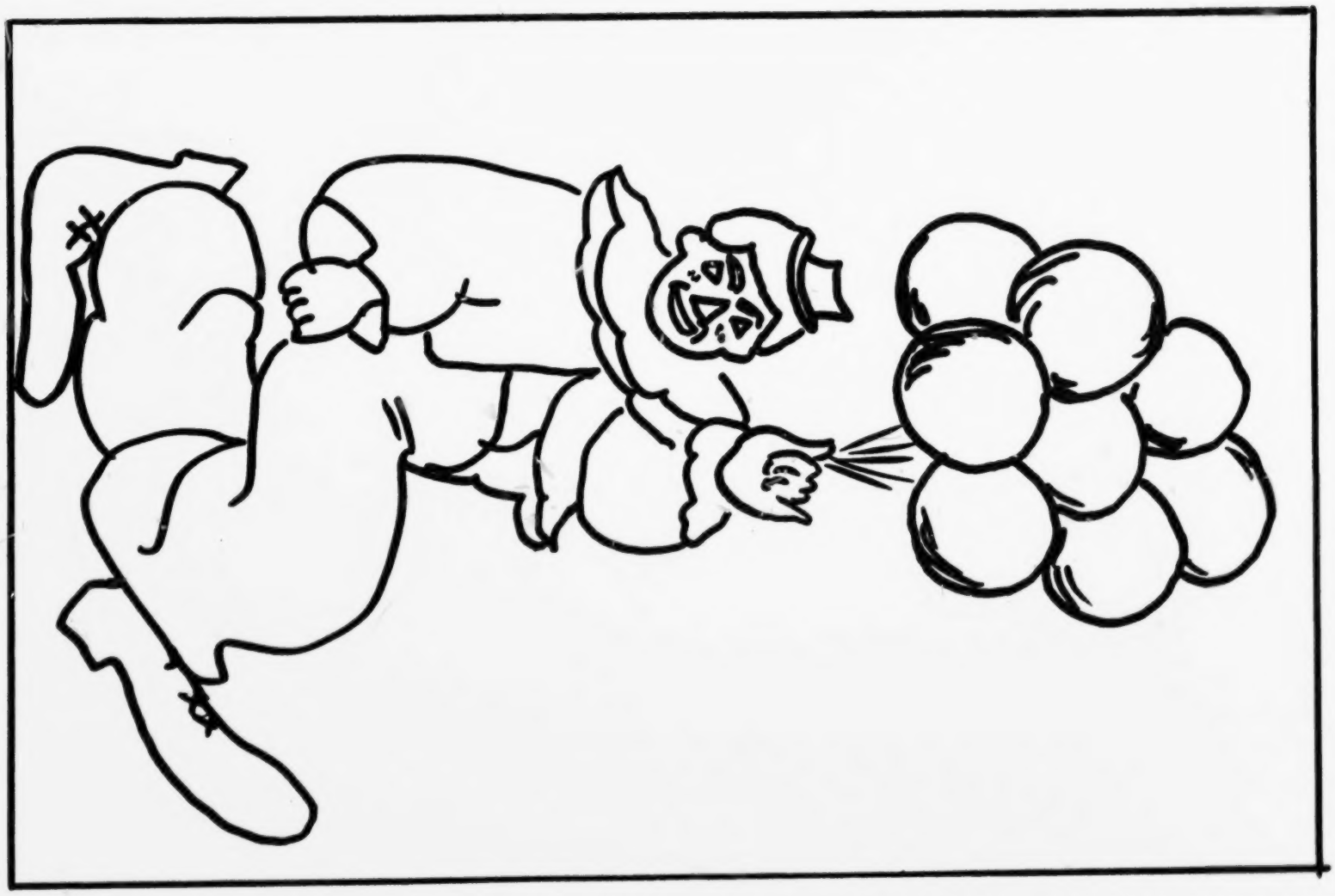
Contributing Teacher:
Mrs. Vera Dorman

TEACHING AIDS

Age Range: 8-14

TITLE: Color Recognition

ILLUSTRATION:



Use of Teaching Aid: To teach the colors and to recognize the word that represents each color.

Materials Needed: Medium heavy cardboard clown, balloons cut from colored construction paper, cards with the names of the colors printed on them.

Comments:

A card is picked, the word is pronounced, and a child will point to the color. Eventually the words are memorized, and it need not be pronounced in order to match it to the right color. At the end of the period, the child holding the most cards starts the game the next time it is played.

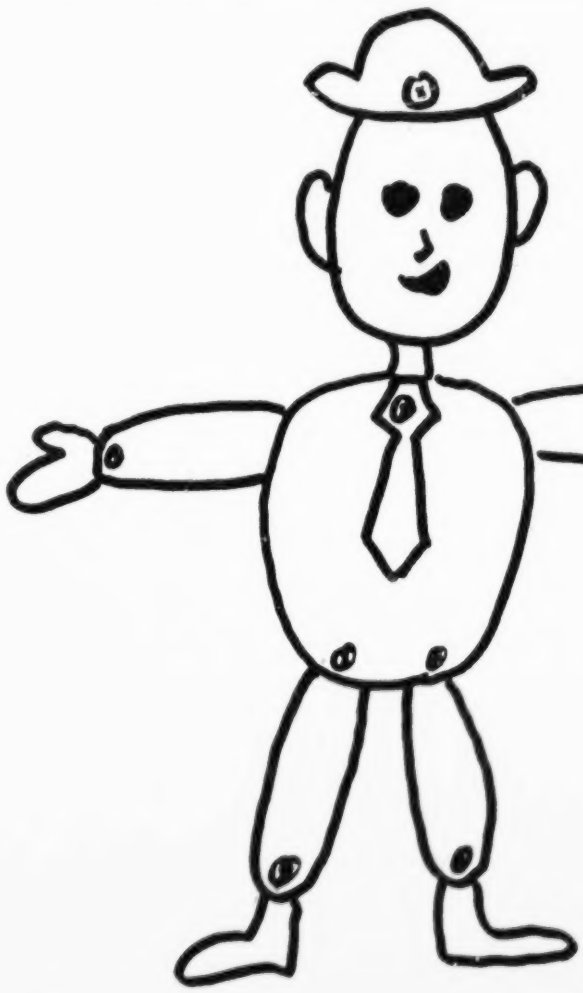
Contributing Teacher:
Woodward State Hospital

Age Range: 6-12

TEACHING AIDS

TITLE: Button Clown

ILLUSTRATION:



Use of Teaching Aid: Learn to button, match colors, position body. Sight and finger exercise.

Materials Needed: Made of heavy felt. Felt hats make good material.

Comments:

None.

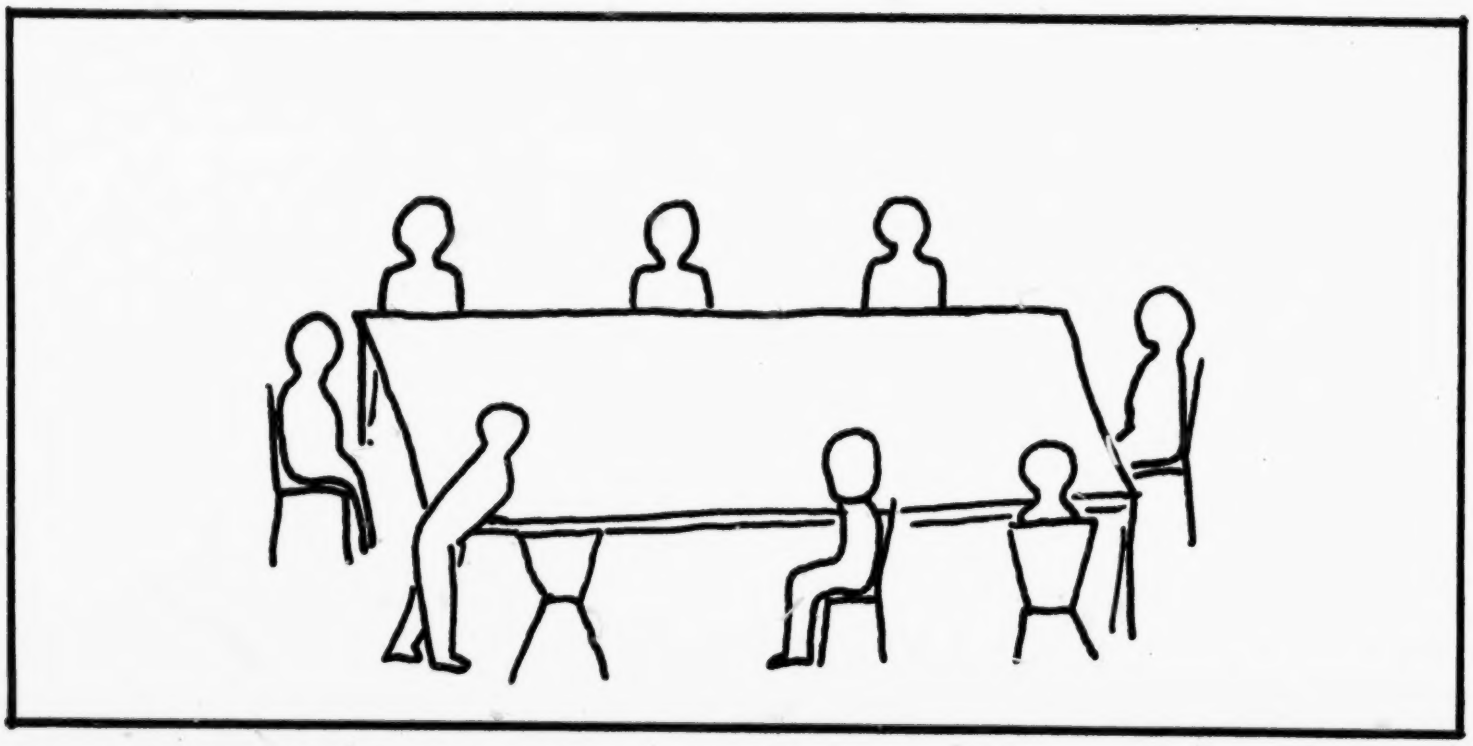
Contributing Teacher:
Mrs. Gladys Wailes

Age Range: 7-15

TEACHING AIDS

TITLE: Organization

ILLUSTRATION:



Use of Teaching Aid: When callers come, have the children sit down if not already sitting.

Materials Needed: None.

Comments:

When the supervisor or other callers come at game period or any other period of free movement, it is often true that the bolder children will gather around and almost monopolize the caller while the other children cause a commotion by chasing each other. The very simple plan of directing the children to sit at their places at the work table will enable the visitor to give some attention to each child if he wishes or have a few words with the teacher. From there, the teacher may have a child bring out and show some work being done or she may direct the children to some activity in which all may show a learning skill or new game.

The key: Organize by having them sit down first. Get the attention of all.

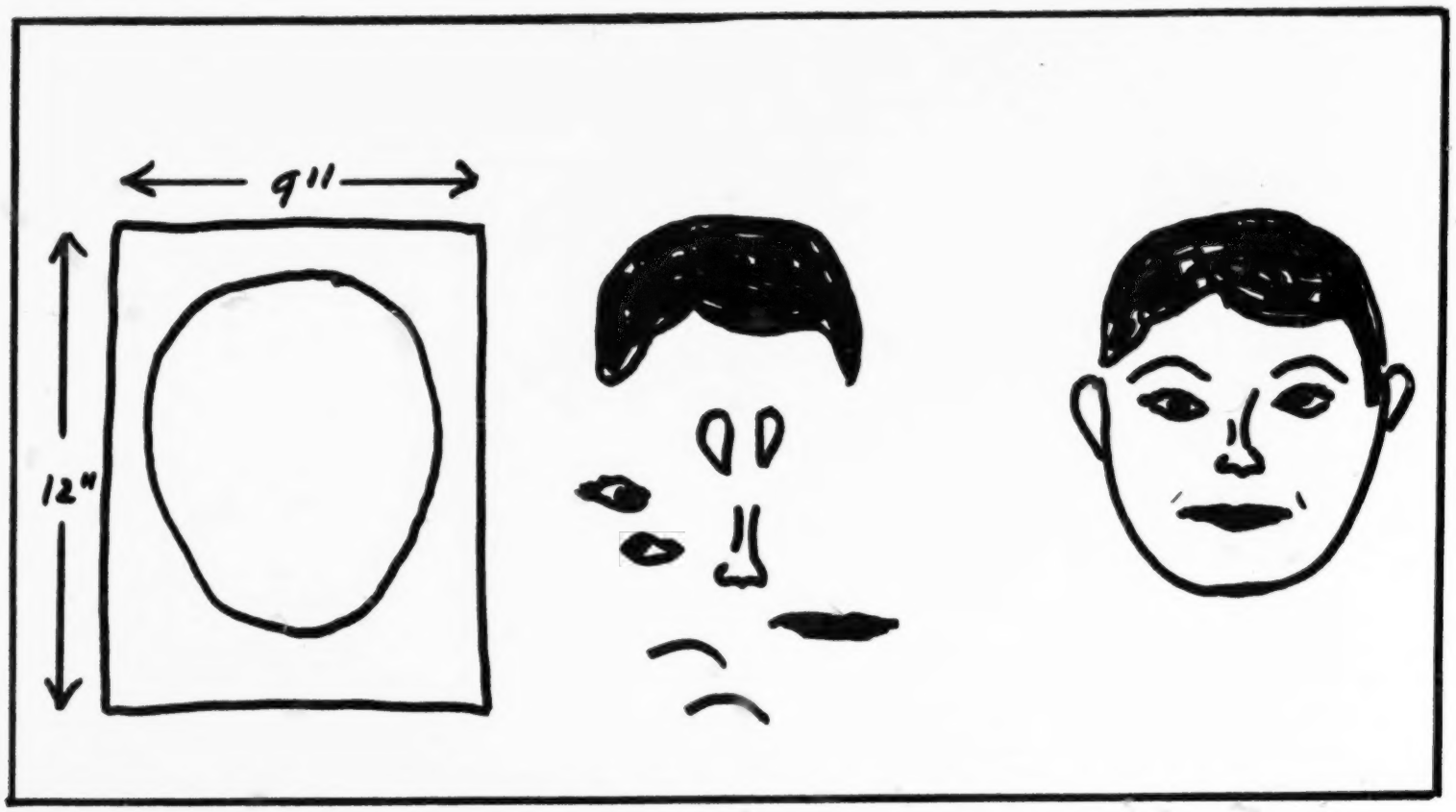
Contributing Teacher:
Maxine J. Weiland

TEACHING AIDS

Age Range: 7-16

TITLE: Facial Features

ILLUSTRATION:



Use of Teaching Aid: This face is used as a puzzle by those children who do not know where their facial features are.

Materials Needed: 2 pieces of 9" x 12" oaktag, red and black, felt-tip markers.

Comments:

The children assemble this face like a puzzle after studying their faces in the mirror and locating their features. The children also count their eyes and ears, and learn left and right. This leads to playing the game "Simon Says"--Simon says touch your left ear, Simon says open your mouth, Simon says close your mouth, blink your eyes, etc.

This can also be used as an opportunity for good grooming by pointing out faces that need to be washed and hair that needs to be combed.

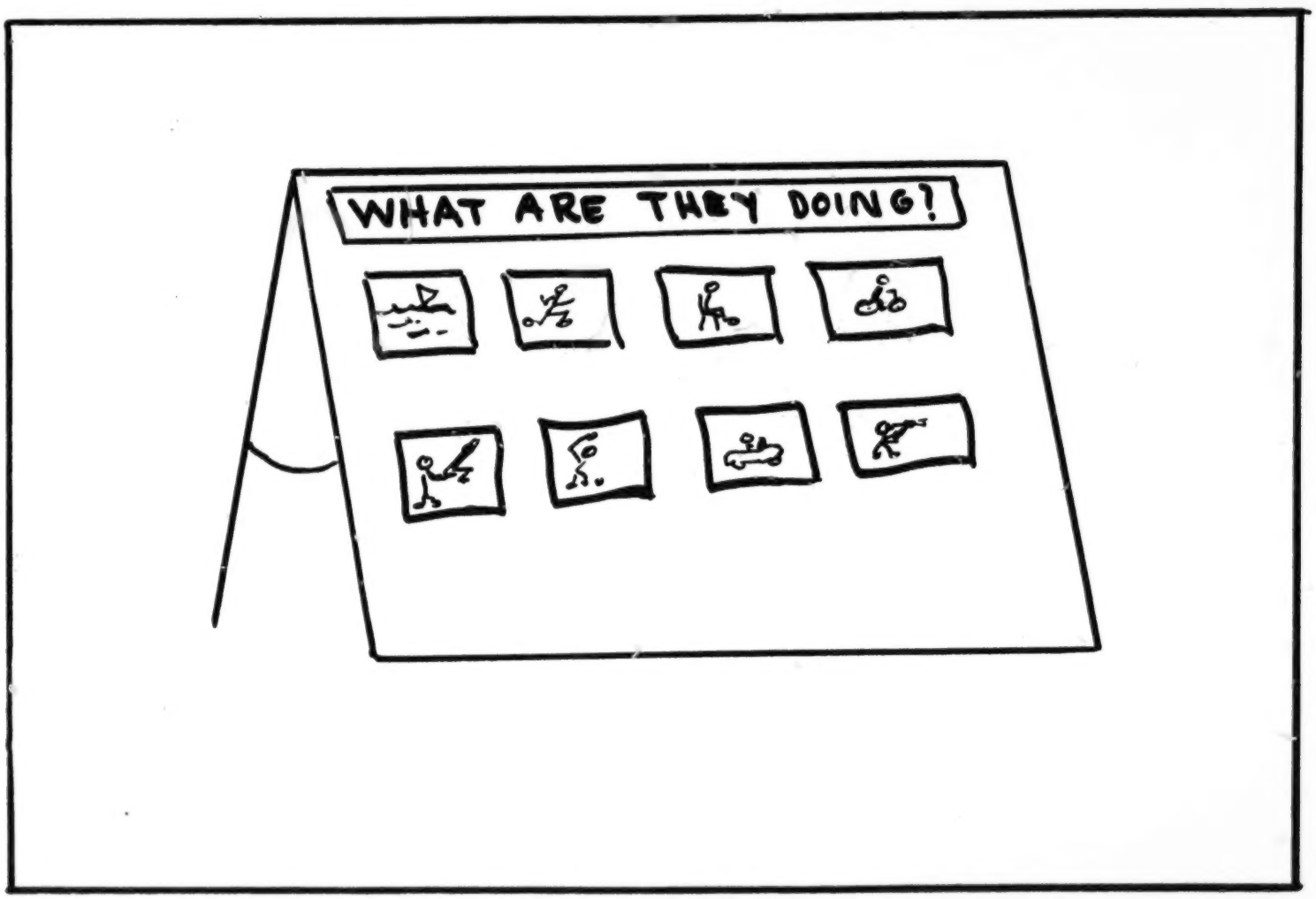
Contributing Teachers:
Nursery School, Polk Co.

TEACHING AIDS

Age Range: 4-7

TITLE: Flash Cards

ILLUSTRATION:



Use of Teaching Aid: Flash cards are used daily as a group activity. They hold the attention of several children whose interest span is not long enough for a short story; others take turns being a leader to show cards.

Materials Needed: Peg board, small wooden pegs, cardboard squares. We used shirt inserts donated by local laundry. Single uncluttered pictures from magazines. (We asked Camp Fire Girls to be alert for appropriate pictures.)

Comments:

We divided the cards into several categories, things to eat, what are people doing, our family at home, helpers in the community, transportation, animals, etc. Naming and talking about pictures motivated speech, increased children's knowledge of things about them, induced creative thinking. They are learning how to become part of a group, to get along with others, how to use leisure time (mothers report their children spend much time at home looking through magazines and books identifying pictures they find), and to take turns.

Return to Special Education
Curriculum Development Center
University of Iowa
Iowa City, Iowa 52240

Contributing Teacher:

Age Range:

TEACHING AIDS

TITLE:

ILLUSTRATION:

Use of Teaching Aid:

Materials Needed:

Comments:

VI. LISTS OF MANIPULATIVE OBJECTS AND MATERIALS

Into this section, lists of manipulative objects and materials have been compiled and incorporated. These listings include concrete items that can be used in the classroom to provide trainable mentally retarded students with direct, sensory experiences. The materials have been classified under three headings, Arithmetic Supplies and Games, and Perceptual and Muscular Coordination Materials.

Although the lists are not inclusive, they should serve as a guide for teachers as they collect items for use in their classrooms.

SECDC would like to solicit further suggestions for maniuplative objects to be shared with other teachers of the trainable mentally retarded. A form for this purpose has been prepared and is included at the end of this section and in the appendix. Teachers are encouraged to tear out the form, reproduce it, fill it out and submit the completed form to the SECDC staff at the University of Iowa. These ideas will then be incorporated in future materials prepared and disseminated by the project.

VI. LISTS OF MANIPULATIVE OBJECTS AND MATERIALS

Arithmetic Supplies and Games

number readiness puzzles

2" rubber tile samples

clothes pins

rubber jar rings

dart game

bean bag games

flannel board and cut outs

picture number posters

nested boxes

tenpins

small cars, planes, etc. for counting

real coins

spinner games

counting frames 10-10's

cubical blocks 1"

big Judy clock

real clock

individual student clock faces

thermometer - real and model

rulers - beginner type

yardsticks

calendar

counting sticks, disks

play money

cash register

scales

measuring cups, spoons

quart, pint cartons

measuring tape

dominoes

bingo games

play store material

large cut-out numbers

plywood numbers

100 chart

colored pencils

money games - Bingo style, etc.

spools

Language Arts Supplies and Games

ABC cards

picture file and pictures of all sorts

word cards- protection and safety, common words

toy telephones

sequence puzzles and games

flannel board

printing set

wall pocket chart

magic slates

clay and stylus

felt-point pens

tracing paper

puppets, dolls

tape recorder and tapes

lotto-type games

picture-word card games (matching)

puzzles of all kinds

magazines

picture dictionaries

snap-together blocks and games

bingo-type games

dominoes

radio

chalk and chalkboard

bulletin board

color teaching toys - e.g. color cone

plastic or rubber objects of all sorts

doll house furniture

fruit, vegetables, animals, people

doll clothing

real objects whenever possible

mirror

pictures showing activities

doll house

pictures for matching games

toy post office

catalogues

story books

flannel board cutouts

toy household utensils

class helper chart - duties, etc.

tools

flash cards

scrapbooks

stop-go, traffic signs

records

Lists of Manipulative Objects, cont'd.

sets of objects - miniatures

- farmyard with house, barn, trees, animals and fences
- street scene with store fronts, people, traffic lights, cars
- doll house with furniture to group
- village

charts - to aid in classifying, e. g.

- farm animals
- eating utensils
- bedroom furniture
- clothes for rainy and sunny days

empty food boxes

puppet theater

chart racks

Perceptual and Muscular Coordination Materials

peg board and pegs

colored beads and laces

sewing cards

parquetry blocks

form boards

discrimination games, e.g.

- tactile - box of varied materials or objects
- taste - jars of salt, sugar, etc.
- auditory - sound blocks

assembling toys of all sorts

plastic lacing

coordination board - color and form watching

graduated sizes of shapes

hammer-nail set

acoustic tile and golf tees (substitute for peg board)

large wooden nuts and bolts

domino-type games, e.g.

- match forms
- match color
- match pictures
- match number of dots

bingo-type games, e.c.

rubber horseshoe game

button, bow-tying, lacing, zipping frames

blocks

design cubes

Suggestions for Manipulative Objects and Materials to be Used in a Program for Trainable Mentally Retarded

List items that can be utilized to help develop concepts and skills in the areas of arithmetic, language arts, and perceptual and muscular coordination. Include a brief description and sources where the object may be obtained if it is particularly novel or unique.

Arithmetic Supplies and Games

Language Arts Supplies and Games

Perceptual and Muscular Coordination Materials

VII. APPENDIX

Included in the Appendix are copies of an Evaluation Guide for use in appraising commercially prepared materials, a form for describing Teaching Aids, and a form for listing manipulative objects and materials that students may utilize. Teachers of the trainable mentally retarded are asked to tear out these forms, and reproduce them in sufficient quantity to evaluate materials and describe their successful teaching aids and activities. The completed forms should then be sent to the SECDC staff at the University of Iowa. These contributions will form the basis for further SECDC publications in the area of instructional improvement for the trainable.

Return to Special Education
Curriculum Development Center
University of Iowa
Iowa City, Iowa 52240

Contributing Teacher: _____

EVALUATION GUIDE

A Form for Evaluating Commercially Prepared Materials for Use with Trainable Mentally Retarded

Name or title of materials:

Publisher and/or source where available:

Address:

Cost:

Description of materials:

General description:

Students for whom material is appropriate, (e.g., normal children, educable or trainable mentally retarded, age or level, etc.):

Evaluation of materials:

1. Relevance: Is the material consistent with objectives and goals for trainable retarded pupils?

2. Purpose: What concepts or skills are the materials supposed to teach? How well do they actually accomplish the stated purposes?

3. Immediately Applicable: Can the material be used in your present teaching situation?

4. Attractiveness: Will the material appeal to trainable retarded youngsters?

5. Durability: Will the material withstand continued use by students?

6. Value: Is the material worth the expenditure of the purchase price? Would something else that is less expensive work as well?

7. Overall Effectiveness: How useful is the material?

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Comments:

Return to:
Special Education Curriculum
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Iowa City, Iowa 52240

Contributing Teacher:

Suggestions for Manipulative Objects and Materials to be Used in a Program for Trainable Mentally Retarded

List items that can be utilized to help develop concepts and skills in the areas of arithmetic, language arts, and perceptual and muscular coordination. Include a brief description and sources where the object may be obtained if it is particularly novel or unique.

Arithmetic Supplies and Games

Language Arts Supplies and Games

Perceptual and Muscular Coordination Materials

END

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